

# Correspondence And Class- Extension Work In Oklahoma

By

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“The campus of the state University has come to be coextensive with the borders of the state where people tax themselves for its support.....Wherever men and women labor in the heat, or toil in the shadows, in field or forest, or mill or shop or mine, in legislative halls or executive offices, in society or in the home, at any task requiring an exact knowledge of facts, principles, or laws, there the modern university sees both its duty and its opportunity.”

P. P. CLAXTON

Formerly U. S. Commissioner of Education,  
Now Superintendent City Schools, Tulsa,  
Okla.

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R. E. C.

State Teachers College,  
Durant, Oklahoma.  
February, 1928.

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## PREFACE

A number of studies have been made in the field of Extension work. These studies have generally been in the nature of brief surveys of the whole field covering the work done throughout the United States. For instance, Hall-Quest makes a rapid survey of all classes of university extension found in American universities. Again, Huffer studies "The Present Status of Extension in Teachers Colleges." Bulletin No. 10 (1920) by Arthur J. Klein is entitled "Correspondence Study in Universities and Colleges." Mr. Klein studies the general plan of correspondence work; the forms of correspondence courses; length of courses and lessons; admission to correspondence Study in Universities and Colleges; number of students; age; sex; vocational and geographical distribution, etc. Another bulletin, No. 56, (1919) by Mr. Klein deals with "The Administration of Correspondence-study department of Universities and Colleges."

So far as the writer is informed this present study is the first attempt made to study Correspondence and Extension work for an entire state. By virtue of its more limited scope it has been possible to include items such as the actual enrollments by subjects, distribution of enrollments among subjects, etc., and a more detailed study made than was possible in the more general treatments mentioned above. Other features, such as the historical development in the state and the proposed plan of evaluation will, it is hoped, prove a worth-while addition to the literature on the subject.



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CORRESPONDENCE AND CLASS-EX-  
TENSION WORK IN OKLAHOMA

PART ONE—HISTORICAL

Perhaps the most interesting features of the brief account to follow of the development of extension work in Oklahoma are (1) the utter unpreparedness of the institutions undertaking the work; (2) the efforts, abortive it is true, of the university and of the normal schools to develop a co-operative plan for conducting extension work; (3) the arrangement whereby Oklahoma University offered correspondence courses originating from the University of Chicago and the University of Wisconsin; (4) the rather chaotic conditions resulting from the later independent pathways followed by the various state institutions; (5) the necessity indicated for some plan whereby the work may be co-ordinated and unnecessary duplication of efforts and courses be avoided.

Extension work was introduced into the state university of Oklahoma through the initiative of a normal school teacher. The university began the work three years before it was begun in the normal schools. The latter after struggling for some time with the problems appealed to the university for help. A plan was devised and agreed upon whereby the university and the normal schools were to undertake the work conjointly. This plan failed largely because of the lack of properly prepared courses. The normal school teachers had but an inadequate conception of what these courses should be. Even the state university relied upon the University of Chicago and the University of Wisconsin to supply the necessary courses. After the failure of the co-operative efforts, the university and the normal schools pursued individual paths and each institution built its courses independently. This has resulted in considerable overlapping and duplication of effort. An attempt is made in the following pages to trace briefly the interesting struggles to develop this new line of instruction in the state.

## EXTENSION WORK INTRODUCED INTO THE STATE UNIVERSITY.

The earliest reference made to extension work in the catalogs of the University of Oklahoma is in 1906. An an-

nouncement is made of "University Extension Work." This work is shown to be made up of lectures for which credit was not given and therefore is not considered in this study.

The university entered the fields of extension which we are to consider (class-extension and correspondence) in 1909. The university catalog for 1909-1910 contains an announcement of "Absentia" work and rules governing this type of work. These rules, since they are the first of such rules in the state, are interesting enough historically to be quoted:

*"Work Done in Absentia"*

"The faculty has adopted the following rules governing work done in absentia:

No credits for work in absentia done by persons never in residence will be given.

None of the required courses may be worked out in absentia.

A student who has credits for not fewer than sixty hours of college work may be allowed to do work in absentia, provided he make written application to the faculty designating the work that he desires to take, such application to be endorsed by the head of the department in which the work is to be done. If the application receives the approval of the faculty the registrar will complete the enrollment.

All students who desire to become candidates for the bachelors degree must take the last thirty hours of their work in residence.

Not more than eight hours may be worked out during any one summer."

THE FIRST STATE APPROPRIATION FOR  
EXTENSION WORK.

While the university faculty thus consented to accredit the work done in absentia, still no state moneys were available for carrying on the work. The credit for arousing interest in the work and for inducing the state legislature to appropriate a small sum for its conduct is shared by Professor Abbot and Dr. George L. King. Professor Abbott was at that time professor of history at Edmund in the Central State Normal School. Thus the inception

of University Extension is acknowledged to be due to the activity of a Normal School teacher, Prof. E. J. Abbott.

As chairman of the program committee of the State Teachers Association, Prof. Abbott put the subject of extension into the program for the annual meeting in 1909, when it met at Shawnee, and assigned the subject to Dr. Scroggs for a paper. Sufficient interest was aroused by this paper to cause the appointment of a committee "to get university extension introduced into Oklahoma." The committee was Prof. Henry Meir, Dr. Scroggs, Dr. A. Grant Evans of the university, State Superintendent Cameron, and a professor from Weatherford Normal School (Southwestern).

Credit is due to Dr. Geo. L. King of Kingfisher for his efforts in getting an appropriation passed in the state legislature. Dr. King was serving as a representative in the legislature. The committee had failed to get an appropriation from the third legislature (1911). During the fourth legislature (1913) Dr. Scroggs, who about this time was employed by the university to do extension work, succeeded in getting Dr. King interested in university extension. King espoused the cause with great earnestness and enthusiasm. He introduced a bill, but it came to a vote one day while he was absent. He afterwards got a reconsideration and made what his friends say was the greatest speech of his life and the bill passed carrying \$15,000 a year. The senate reduced this to \$7,500 and passed it also. Thus came about the first state appropriation for extension work in the state of Oklahoma. When it is remembered that the state at this time was only six years old the legislature is to be commended for taking this progressive action.

With the passage of this appropriation extension work began in earnest and has experienced a rather steady growth under the able leadership of Dr. Scroggs who was head of the department for many years. His enthusiasm for the work has never abated. With its first introduction he experienced considerable opposition on the part of the faculty of the university. The faculty look-

ed askance at the work, did not think that it could measure up to university standards, and were distinctly opposed to its introduction. Due to the efforts of Dr. Scroggs, the able leadership of President Brooks of the University, and the efficient work of Miss Margaret J. Mitchell, Director of Correspondence Study Department, this opposition has been gradually overcome and university extension has come to occupy a very worthy and useful place in university activities.

When Miss Mitchell took over the Correspondence Study Department in 1917 she had about 70 students enrolled and most of the courses were offered only through the cooperation of the Universities of Chicago and Wisconsin.

Under date of Nov. 18, 1927, Miss Mitchell writes of her problems of ten years ago as follows:

"My immediate problem was to secure the co-operation of our own faculty members in order that we might conduct the work—at least the major portion of it—from our own university. The work of the first two years was largely devoted to the organization of the department, including the making out of courses, increasing the number given by our own faculty, and planning the details of office management with a view to economy and efficiency. By 1920 most of this was done. From that date until the present we have been able to conduct the work largely from the University of Oklahoma. Only those courses which are less frequently called for, or are impossible for us to give because of limited teaching force and equipment to loan the student, are now obtained from our co-operating universities.

"We now offer from the University of Oklahoma about 300 courses and last year (1926-27) we had about 2000 students. We have established co-operating relationships with Oklahoma Baptist University, Phillips University and Tulsa University in order that we may assist them by conducting correspondence study courses for them."

The growth of the correspondence division of the extension department of the university may be seen in Table No. 1.

## SUMMARY

In this chapter we have traced briefly the introduction of extension work into the University of Oklahoma;



the effort to secure appropriations for the work; the factors militating against the work; and its present status. The tables immediately following will show in more graphic manner the growth from year to year; the enrollments and completions, the fluctuations in enrollments, etc.

## ABSENTIA ENROLLMENT

University of Oklahoma

Undifferentiated enrollment:

1910-11	16
1911-12	39
1912-13	47
1913-14	91

	Extension		Correspondence		Total		Combined
	155		82		237		Totals
1914-15							237
	Men	Women	Men	Women	Men	Women	
1915-16	30	37	89	29	119	66	185
1916-17	124	76	63	52	187	128	315
1917-18	2	18	153	114	158	132	290
1918-19	0	0	183	175	183	175	358
1919-20	11	37	252	253	263	290	553
1920-21	25	163	410	437	435	600	1035
1921-22	61	362	312	742	373	1104	1477
1922-23	70	615	416	704	486	1319	1805
1923-24	77	519	740	1118	817	1637	2454
1924-25	73	172	598	970	671	1142	1813
1925-26	20	255	574	1074	594	1329	1923

“Extension classes were much interfered with last year by the influenza and by the war, but will be continued as usual next year”—(Catalog 1918-1919. p. 402)

NOTE: The above information was obtained from tables given in Oklahoma University catalogs for the years mentioned.

TABLE NO. 1. Showing the enrollments in both correspondence and extension classes from the inception of the work to 1925-26 inclusive.

## CHAPTER II.

### EXTENSION IN TEACHERS COLLEGES

As has been stated elsewhere, the university entered the field of extension work in 1909. The normal schools began the work in 1912. The amount of work done was at first almost negligible. The records of only two of the six normal schools show correspondence grades recorded prior to 1919. These are Central at Edmond and Northeastern at Tahlequah. From 1912 to 1919 Tahlequah enrolled 204 students in correspondence courses and Edmond enrolled 1663. The other normal schools show no enrollments during these years.

On April 16, 1912, at the meeting of the Council of Normal School Presidents held in Oklahoma City, the following resolutions were passed and approved later (December 15, 1912) by the State Board of Education:  
Motion by Grumbine:

That students be permitted to take by correspondence courses in any two of the following departments per term: History, Mathematic, English, Foreign language and Education.

Motion by Briles:

That students taking extension work be required to take an examination upon the completion of the work of any term at the school or at some place designated by the president. In every case, however, under the personal supervision of the department in which the work is done.

Motion by Griffith:

That credits for work done in absentia be held in abeyance until one term of residence work is completed. This must not be construed to lessen the residence required for graduation.

Thus with the approval of the above resolutions by the State Board of Education on December 15, we have the first formal authorization for correspondence work to be done in the normal schools of the state.

Southeastern State Normal School seems to have anticipated this authorization for a bulletin dated August 1, 1912, contains the following statement:

"Beginning in the Fall Quarter, 1912, a carefully worked out plan of extension work for 1912-13 will be offered."

In succeeding bulletins and catalogs, extension work, particularly correspondence, is mentioned with more or less detail.

On the day following the resolutions quoted above a proposition was made at the Council of Normal Presidents to divide the state into Normal School Districts. This was ostensibly "as a measure of economy and efficient administration." The idea was to prevent overlapping of territory of the various normal schools. Later on students were directed in applying for correspondence work to make application to the president of the normal school in the student's district. The Council of Presidents took further action on the matter as indicated by the following entries:

"April 17, 1912: Motion by Buck: That the State Board of Education be requested to arrange the various counties of the State into Normal School Districts, in connection with the various state normal schools, as a measure of economy and efficient administration."

"June 14-15, 1912: Unanimous recommendation to the State Board of Education (of counties to be included in the respective Normal School Districts). Districts for Normal Schools (approved by the State Board of Education December 14, 1912).

**NORTHEASTERN:** Ottawa, Craig, Nowata, Washington, Tulsa, Rogers, Mayes, Delaware, Wagner, Cherokee, Adair, Sequoyah, Haskell, Muskogee, Osage—Fifteen Counties, Population, 289,000.

**CENTRAL:** Oklahoma, Cleveland, Lincoln, Logan, Canadian, Grady, Kingfisher, Payne, Noble, Osage, Creek—Eleven Counties, Population, 242,000.

**SOUTHWESTERN:** Caddo, Comanche, Kiowa, Tillman, Jackson, Harmon, Greer, Custer, Beckham, Roger Mills, Blaine, Dewey, and Washita—Fourteen Counties, Population, 280,000.

**EAST CENTRAL:** Pontotoc, Pottawattomie, Coal, Seminole, Okfuskee, Okmulgee, Hughes, Garvin, Murray, Johnston, McClain—Eleven Counties, Population, 242,000.

**SOUTHEASTERN:** Atoka, Bryan, Carter, Love, Choctaw, Latimer, LeFlore, Marshall, McCurtain, Pittsburg, Pushmataha, McIntosh, Stephens, Jefferson—Fourteen Counties, Population, 282,000.

**NORTHEASTERN:** Cimarron, Texas, Beaver, Harper, Woods, Alfalfa, Grant, Kay, Ellis, Major, Woodward,



Garfield, Noble, Blaine—Fourteen Counties, Population, 236,000.

Thus the state was divided into Normal School Districts—each Normal School being supreme in its particular territory. The University naturally took the whole state for its territory. University's "campus" thus overlapped and included the "campus" of each Normal School. Here was a possible chance of friction among the schools, but the work was in such an elementary stage and the territory to be covered so vast that no friction occurred in correspondence work. As a matter of fact, the Normal Schools were really not in position to take care of correspondence work properly. The Normal Schools had no money for the employment of extra help. The regular faculty were already overworked and did not have time to give to this new work. Even though the extension work did not appear to be so very popular for the first few years, the Normal Schools could not handle the students who did enroll for correspondence work. The new work staggered somewhat like an infant just learning to walk. There was a feeling that people who were taking the work were not getting the amount of attention they should have in order for them to do efficient work.

#### THE UNIVERSITY AND NORMAL SCHOOLS TRY CO-OPERATION.

We come now to one of the most interesting phases of the development of correspondence work in the state institutions of Oklahoma: the effort made to co-ordinate the work of the Normal Schools and the University. This attempt was made during the time when the State Board of Education was in control of the University and of the normal schools. This control was exercised from 1911 to 1919. Prior to that time (from 1892 to 1911) the university was governed by a separate Board of Regents and in 1919 the separate Board of Regents was re-established.

When the normal schools realized that they were unable to handle the correspondence alone, the Council of Normal School Presidents invited Dr. Brooks, President of the University, to meet with the Council and discuss

ways and means. This is indicated in an entry in the minutes of the Council for Jan. 15, 1914:

"President Brooks of the University was then introduced and after considerable discussion regarding the correspondence work, it was decided that a committee be appointed to confer with Dr. Scroggs of the University and to initiate plans for having a "correspondence faculty." Briles and Grumbine were appointed to represent the normal schools."

The committee met with Dr. Scroggs and sent in its report with the following letter of transmittal which is quoted because it throws light on the situation:

January 22, 1914.

Mr. M. H. Duncan,  
Pauls Valley, Oklahoma.  
Dear Mr. Duncan:

I am enclosing herewith a copy of the report of a committee appointed by the Council of Normal School Presidents to confer with Dr. Scroggs of the University to formulate a plan for co-operating with the university in extension work.

It has been thoroughly demonstrated that we cannot give correspondence courses without some such plan of co-operation, or considerable addition to the faculty of each normal school. We have a large number of teachers enrolled and we have been trying to carry the work without extra help. We have found that the pupils do not get that assistance and direction which is necessary for them to master, with reasonable effort, a new and difficult subject.

The plan suggested in this report contemplates the service of one man and an efficient stenographer. This would be an additional expense in each normal school of approximately \$2300—\$1400 for the director and \$900 for the secretary. I am of the opinion, however, that if the work is properly carried on and a fee of \$5.00 charged for each course that it will be self-supporting.

It is, in my opinion, highly important that this matter be discussed at an early meeting of the Board of Education. I am convinced that the Board can do no greater service than to devise a plan whereby the work of the University and the Normal Schools can be carried on in a helpful way to every citizen of the state.

Briles and Grumbine.

The report of the committee outlining a plan for university and normal school co-operation follows:

January 23, 1914.

President E. D. Murdaugh,  
President of Council of Presidents,  
Durant, Oklahoma.

My dear Sir:

Your committee appointed to confer with Dr. Scroggs to formulate a plan for co-operating with the University in Extension work, beg leave to make the following report, which will be considered by the council at its next meeting on the second of February.

We recommend first: That University Extension be organized as a state system, each institution doing the kind of work coming within its sphere.

Second: That the Extension work be organized with the University as State center and the six normal schools as district centers, all forming one undivided unit.

Third: That correspondence study and Extension courses be conducted by a faculty consisting of the director of correspondence study of the University and a district superintendent at each of the Normal Schools. This faculty shall formulate courses of study, prescribe rules and regulations for conducting correspondence study and apportion the work among the different schools.

Fourth: That all other branches of University Extension work, as public discussion and debate, public information and welfare and Extension lectures, shall be conducted from the University, but in the benefits of which all the Normal Schools shall share as equally as possible.

Fifth: That a fee, sufficient to cover the postage and clerical work be charged for each correspondence course.

Very respectfully,  
CHARLES W. BRILES,  
GRANT B. GRUMBINE.

The Council of Normal School Presidents received the report of this committee on February 13, 1914, and appointed another committee to make final report to the State Board of Education as indicated by the following entry in the minutes of that date:

"Dr. Scroggs and Pres. Grumbine were appointed as a committee to make final report to the State Board of Education.

The final report as agreed upon by the committee was presented to the State Board of Education and approved

by the Board on February 24, 1914. The presentation was made by Dr. Brooks and he reported its adoption to Pres. Grumbine, as follows:

February 25, 1914.

President Grant B. Grumbine,  
Northwestern State Normal,  
Alva, Oklahoma.

Dear Sir:

I write to inform you that the report on educational extension as prepared by yourself and Dr. Scroggs was submitted to the Board of Education and approved by them at the meeting of February 24. I enclose herewith a copy of the report as approved.

Very truly yours,  
STRATTON D. BROOKS,  
President of the University

The report, as approved by the State Board of Education, is given in full:

JOINT REPORT OF THE COUNCIL OF NORMAL  
SCHOOL PRESIDENTS AND THE PRESIDENT OF  
THE UNIVERSITY, WITH REFERENCE TO EDUCA-  
TIONAL EXTENSION.

The Council of Normal School Presidents and the President of the University make jointly the following recommendations with reference to extension work:

That the educational extension work be united in a Department of University and Normal School Extension, each school to conduct the work in its respective field as indicated in the following plans.

1. The Presidents of the Normal Schools and the President of the University shall constitute the Executive Board of the Department of University and Normal School Extension which shall be charged with the duty of administering the work as outlined below, which board shall present from time to time to the Board of Education such recommendations as to improvements, modifications and changes as may be necessary.

II. Correspondence work: The work in correspondence shall be conducted in accordance with the following regulations:

A. The following courses shall be conducted by the Normal Schools:

I. HIGH SCHOOL SUBJECTS: First year English; second year English; third year English; first year Latin; advanced arithmetic; algebra; plane geometry; botany; zoology; physical geography; physiology; agricul-



ture; American history; general history; Oklahoma history; civics; free-hand drawing; elementary mechanical drawing.

2. NORMAL SCHOOL SUBJECTS: elementary psychology, rural school problems, industrial geography, history of education, pedagogy, household economics.

B. Uniform courses shall be prepared for use by all the Normal Schools by teachers to be selected by the Executive Board from among those best qualified to do the work.

C. The general announcements and circulars shall be printed by the university and distributed by the Extension Department of the University with the co-operation and assistance of the Normal schools.

D. All other correspondence courses shall be conducted by the University.

E. Members of the faculties of the State University and the Normal Schools, including the directors of the University Extension, shall be permitted to prepare correspondence courses for extension work, such courses to be approved by the Executive Board named above, and by the Director of Correspondence Study of the University, and for any such approved course the person preparing it shall receive not less than \$10.00, nor more than \$100.00, the amount to be fixed according to the difficulty and the extent of the work involved. Members of the faculties of these institutions may be employed to correct recitation papers and shall receive therefor the sum of twenty cents for each recitation. Provided, that none of the charges herein shall be paid out of the moneys appropriated by the state, but shall be borne by the correspondence students as expense incident to the prosecution of extension work.

F. The following fees to cover the expense of extension work shall be required; such expense to include the preparation of outlines, recitation papers, return envelopes, correction of papers, and all stenographic and mimeograph work:

For the University, \$14.00 per course of 40 assignments, equivalent to 18 weeks in residence.

For Normal Schools, \$10.00 per course of 27 assignments, equivalent to 12 weeks in residence.

All Normal School correspondence students, who, by May 1, 1914, shall have completed one-half, or more, of a course, shall be permitted to finish the course without charge.

All students must enclose postage for the return of their recitation papers. The Presidents of the Normal

schools and the President of the University are authorized to collect the fees above specified and to expend the same for the purpose indicated.

III. In addition to extension instructors there may be appointed for each institution a district secretary to have supervision of the extension work in his district. These district secretaries shall meet with the director of correspondence study of the University as often as may be needed for consultation, co-operation, and the proper co-ordination of the extension work of the state.

IV. Other forms of extension work, namely, public discussion and debate, public information and welfare, extension lectures, extension classes, and high school debating, shall be conducted by the University, but in such a manner as to enable the Normal Schools to participate to the highest extent in the advantage thereof.

Respectfully submitted,

President of the Council of Normal School Presidents,  
Secretary of the Council of Normal School Presidents,  
President of the University.

Thus were arranged and agreed upon the details of the plan for University and Normal School co-operation in the matter of Extension work for the state. The plan was well arranged and its failure was due to other factors than the plan itself. We turn now to a brief consideration of the efforts to put the plan into practice.

#### PUTTING THE CO-OPERATIVE SCHEME TO WORK

In accordance with the plan, the Council of Presidents, on April 25, 1914, drew up a list of subjects and named teachers at the various institutions to prepare courses as follows:

"The following teachers are chosen to prepare the courses for correspondence work:

(Subject)	(Teacher)	(Institution)
Free-Hand Drawing	Stegall	Northwestern
Elemen. Mech. Drawing	Buman	Northeastern
Civics	Sears	East Central
Oklahoma History	Watt	Northwestern
American History	Sears	East Central
Med. and Mod History	Ballinger	Northeastern
Agriculture (3)	Ives	Central
Ancient History	Mitchell	Central
Physiology	McMullin	East Central
Zoology	Briles	Central

Botany	Stevens	Northwestern
Physical Geography	Ives	Central
Plane Geometry	Ford	Northeastern
Algebra (4)	Hamilton	Southeastern
Arithmetic	Stevens	Southeastern
Latin and Penmanship	Briles	East Central
Caesar	-----	Southeastern
German	Brewer	Southwestern
English 51 and 52	Sloat	Northwestern
English 53 and 57	Wiley	Southwestern
Psychology	Wood	Northwestern
Rural School Problems	Faulkner	Southeastern
Industrial Geography	Ives	Central
History of Amer. Edu.	Perkins	East Central
Pedagogy 6 and 7	Wood	Central
Economics (Household)	Starr	Central
American Literature	Linscheid	Southeastern
English Literature	Williams	Northeastern
History of Mod. Edu.	Smith	Southwestern
Advanced Grammar	Oakes	Central

The machinery did not move smoothly. The heads of the schools were apparently groping somewhat in the dark as to the administrative procedure necessary to be followed. We find the following recorded as of June 30, 1914, in the minutes of the Council of Normal School Presidents.

"On motion of Mr. Gabel, seconded by Mr. Evans, the Board of Education was asked to give definite instruction governing procedure as to correspondence work. Carried. All voting "Aye".

Again, July 16, 1914:

"Moved that the arrangement approved by the Board in 1912, relative to correspondence work be reaffirmed; that the normal schools proceed to outline and offer courses as agreed upon in conference with the universities,

"That a fee of \$5.00 instead of \$10.00 per course be charged,

"That at the close of each year each school shall report the number enrolled in extension work and the number who complete courses in same;

"That each school confine its correspondence work to the counties previously assigned to it."

"Moved by Grumbine, seconded by Evans, that Briles and Griffith proceed to Norman to perfect extension arrangements with Dr. Scroggs."

UNIVERSITY AND NORMAL SCHOOLS AT WORK

Briles and Griffith succeeded in perfecting arrangements and the University began the publication of bulletins announcing the joint activities of the institutions. The first bulletin is of interest as it shows the small number of subjects offered and the regulations governing the work at that time. This bulletin was issued under date of September, 1914:

.....

Circular of Information  
SOUTHEASTERN STATE  
NORMAL SCHOOL  
Durant, Oklahoma  
(Title Page) W. C. Canterbury, President  
UNIVERSITY AND NORMAL  
SCHOOL EXTENSION  
Correspondence Study  
September, 1914.

.....

(First Page) UNIVERSITY AND NORMAL  
SCHOOL EXTENSION  
Correspondence Study

“In pursuance of the action of the State Board of Education providing for the co-operation of the University and Normal Schools of Oklahoma in Correspondence Work the following announcements are made:

For the year 1914-1915, Correspondence Work will be conducted as outlined below:

A. SUBJECTS OFFERED BY THE NORMAL  
SCHOOLS:

- |                               |                              |
|-------------------------------|------------------------------|
| Free Hand Drawing             | Caesar                       |
| Elementary Mechanical Drawing | German                       |
| Civics                        | English Composition          |
| Oklahoma History              | American Literature          |
| Ancient History               | Advanced Grammar             |
| Mediaeval and Modern History  | Psychology                   |
| Physical Geography            | Rural School Problems        |
| Plane Geometry                | History of Ancient Education |



Algebra	History of Modern Education
Arithmetic	Pedagogy
Latin I	Home Economics
Industrial Geography	

**FEES:** For each correspondence course offered by the Normal Schools, a fee of \$5.00 payable upon application will be charged for each course of twenty-seven lessons, in addition to which the pupil will be required to pay all postage.

**CREDIT:** For the completion of one of the above courses, credit will be equivalent to that of a regular subject taken in the Normal School during a twelve week term. All subjects must be completed and final examination taken within nine months from date of registration.

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**APPLICATIONS:** Applications for these subjects should be directed to the Presidents of the Normal Schools as follows:

Northeastern State Normal School from all residents of the following counties: Ottawa, Craig, Nowata, Washington, Tulsa, Rogers, Mayes, Delaware, Wagoner, Cherokee, Adair, Sequoyah, Haskell, Muskogee, Osage.

Central State Normal School from all residents of the following counties: Oklahoma, Cleveland, Logan, Lincoln, Canadian, Grady, Kingfisher, Pottawatomie, Payne, Noble, Creek.

Northwestern State Normal School from all residents of the following counties: Cimarron, Texas, Beaver, Harper, Woods, Alfalfa, Grant, May, Ellis, Major Woodward, Garfield, Blaine, Noble.

Southwestern State Normal School from all residents of the following counties: Caddo, Comanche, Cotton, Kiowa, Tillman, Jackson, Harmon, Greer, Custer, Beckham, Roger Mills, Blaine, Dewey, Washita.

East Central State Normal School from all residents of the following counties: Pontotoc, Pottawatomie, Seminole, Okfuskee, Okmulgee, Hughes, Coal, Garvin, Murray, Johnston, McClain.

Southeastern State Normal School from all residents of the following counties: Atoka, Bryan, Carter, Choctaw, Love, Latimer, LeFlore, Marshall, McCurtain, Pittsburg, Pushmataha, McIntosh, Stephens, Jefferson.

## B. SUBJECTS OFFERED BY THE UNIVERSITY:

The following courses are offered by the University:  
**PHARMACY** Ia. Theoretical Pharmacy and Pharma-

ceutical Arithmetic: A study of the principles and practices of Pharmacy together with a large number of problems in pharmaceutical arithmetic illustrating the principles and processes involved in the study of pharmacy.

4a. Pharmacognosy: A study of the official vegetable, animal and more important non-official drugs with special reference to growth, identification, collection, preparation for the market, medicinal constituents, offi-

(Third page)

cial preparation, and dose. It will be necessary for the student to buy or rent a case of crude drugs for study in connection with this course. Such cases may be bought from the School of Pharmacy for \$10.00 or rented for \$2.00. 4 hours credit.

EDUCATION 105a. Pedagogy of Elementary Education: A course in Grammar Grade methods for superintendents and principals. Special emphasis given to the child's process of learning and the method of the recitation. The aim is to familiarize the student with the correlation of the subject matter of the school curriculum, and the principles involved in the construction of a course of study. Discussion on the best methods of teaching arithmetic, language, history, geography, and science. 4 hours credit.

The University has made arrangements with the University of Chicago and the University of Wisconsin to make available to the citizens of Oklahoma all courses offered by correspondence in either of these two institutions. These courses cover a wide range of subjects, approximately 700 in number, including all subjects covered in standard university courses and many others.

FEES. For each course offered direct by the University of Oklahoma the fee will be \$14.00. For each course in the University of Wisconsin the fee will be \$20.00, and for each course taken in the University of Chicago the fee will be \$15.00. In addition the pupil will be required to pay all postage.

CREDIT: Credit will be given for the completion of standard university subjects, the amount varying with the length and character of the course taken. All subjects must be completed and the final examination taken within one year from date of registration.

APPLICATION: Application for enrollment in the courses offered by the University or in courses through the University of Chicago and Wisconsin should be di-

rected to the department of University Extension, University of Oklahoma, Norman, Oklahoma.

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No further reference to Extension work is found in the minutes of the Council of Normal School Presidents until Nov. 27, 1916. The reference found on that date indicates that the various schools conducted the work rather independently of each other and that a wide variation of practice had developed. We infer this from the following entry:

"On motion of Eskridge, seconded by Graves, the following resolution was adopted, all voting, 'Aye':

Whereas, the correspondence work now being done by the normal schools is being administered in widely diverse ways, and the disposition of the fund created by the receipt of these fees is not uniform,

Be it resolved, that it is the belief of the council that this work should be developed and extended, and to that end that an Extension Work Secretary should be employed by each normal school not now employing such an officer, and that the fees for the correspondence work should be paid into the state treasury."

The next reference to Extension work was made on Feb. 5, 1918. It is in the nature of routine in administration:

"By motion it was decided that each president should report to the secretary of the Council of Normal School Presidents the correspondence courses most in demand and those for which the outlines are exhausted, and that the secretary allot to the several normal schools the preparation of additional outlines in such courses as are needed."

### THE CO-OPERATIVE PLAN FAILS.

No further reference is made to Extension work until July 10, 1919. Meanwhile, the Legislature of 1919 passed a bill vesting the government of the university again in a separate Board of Regents, which Board assumed their duties April 9, 1919. This separation of the control of university and normal schools put an end to the co-operative work of these institutions in the matter of extension. Henceforth the institutions went their separate ways, the normal schools acting independently of the university.

It is noteworthy that there were marked increases in enrollment in correspondence and class-extension work in both the normal schools and the university from this time on. This increase in enrollment is probably due to other causes than the separation of the control and the increased competition thereby engendered. The following note from the catalog of Southeastern State Normal School, 1920-21, probably explains the situation:

“The entry of the United States into the World War had a depressing effect upon all schools and colleges. Southeastern, in common with other institutions of learning, felt this depression. Under these circumstances it is a matter of congratulation that this institution not only held its own, but it continued to grow even during the period of war.

With the return of peace there has come a new interest in education; and the normal schools have been among the first institutions of the land to feel this quickened spirit. Southeastern's attendance began to grow materially from the time the armistice was declared, and culminated in the largest summer school in 1920 which the institution has had in its history.”

The normal schools sensing this increased interest in education renewed their efforts to develop and extend correspondence work. This is clearly indicated by an extract from the minutes of the Council of Normal School Presidents, dated July 10, 1919.

“Motion by Mr. Bennett and seconded by Mr. Battenberg, that the following regulations be submitted to the State Board of Education:

Be it resolved that it is the belief of the Council that the correspondence work now being done by the normal schools should be developed and extended. To that end we recommend that the State Board of Education authorize the preparation of uniform courses in the following subjects:

- |                        |                             |
|------------------------|-----------------------------|
| 1. Civics 85           | 17. Psychology 4            |
| 2. American History 83 | 18. Psychology 5            |
| 3. American History 84 | 19. Rural School Prob's. 24 |
| 4. Ancient History 77  | 20. Rural School Prob's. 25 |
| 5. Modern History 78   | 21. History of Education, 9 |
| 6. Modern History 79   | 22. Com. Geography, 202     |
| 7. Agriculture 206     | 23. Pedagogy 6              |



8. Physiology 188	25. Economics
9. Physical Geography 201	26. American Literature 58
10. Zoology	27. American Literature 59
11. Botany	28. English Literature 61
12. Arithmetic	29. English Literature 62
13. Penmanship	30. Advanced Grammar 64
14. English 51	31. English 53
15. English 52	32. Free Hand Drawing
16. English 57	

The outlines for the above courses to be prepared by members of the faculties of the several normals, and for such course when approved by the Council of Normal Presidents, the person preparing it shall receive the sum of \$10.00. To defray this expense we recommend that each of the normal schools be authorized to set aside \$50.00 for their Normal School Trust Fund. We further recommend that a fee of \$5.00 be deposited in the Normal School Trust Fund, and be paid to the instructors conducting the correspondence courses at the rate of 20 cents per lesson, not to exceed \$5.00 for the complete 27 lessons.

Motion carried. (Approved by the State Board of Education, July 11, 1919).

By mutual agreement the following assignment of subjects was made: Central, Pen. 73; Psy. 5; Hist. of Ed. 9; Economics; and Med. Hist. 78. East Central: Am. Hist. 83; Am. Hist. 84; Ped. 7; Am. Lit. 58. Am. Lit 59. Northwestern: Civics 85; Eng. 51; Eng. 52; Ped. 6; Com. Geog. 202. Northeastern: Anc. Hist. 77; Zoology. Eng. Lit. 61; Eng. Lit. 62; Mod. Hist. 79; Southwestern: Phys. Geog. 201; Arith. 239; Eng. 53; Eng. 57; Adv. Gram. 64; and Botany. Southeastern: Agri. 206; Physiology; Free-Hand Drawing; R. S. P. 24; R. S. P. 25; Psy. 4.

It was further agreed that these courses were to be prepared and in the hands of the secretary of the Council or Normal School Presidents not later than August 15.

Motion made by Mr. Battenberg and seconded by Mr. Mitchell that the secretary be instructed to have copies of the thirty courses made and one set mailed to each of the normal school presidents not later than September 8. The expense for such clerical work to be borne equally by the several normal schools. Motion carried."

It may be said that correspondence work really became established as a going proposition in 1919. While the enrollments were still small, they began now to increase at a rapid rate. Ada, Alva and Weatherford do not appear to have entered the field in earnest until 1922. The begin-

ning, growth and present status of the work in the various colleges may be shown by Tables No's. 2 and 3.

### REASONS FOR THE BREAKDOWN OF THE CO-OPERATIVE PLAN.

In the belief that it would be interesting and instructive to know just why the plan of co-operative effort along the line of correspondence work between Oklahoma University and the State Normals did not meet with success, letters of inquiry were sent to a number of individuals who were active in the work at the time asking for a statement as to why the work failed. Quite a variety of opinions was offered. Extracts from letters will be given below.

Dr. Brooks, now President of the University of Missouri, was at the time President of Oklahoma University. Since he was so active in promoting extension work in Oklahoma his opinion should have great weight:

"In connection with the joint program of correspondence work, description of which begins on page 4 and continues for several pages, I desire to state that the University allowed the teachers colleges to select any or all subjects they chose to offer. The reason that this work was not so very successful was that very few, if any, of the courses prepared were of any value. A teacher may be excellent in the class room but have no knowledge whatever of how to organize material which should be suitable for a correspondence course. Many of these courses when prepared were submitted to Dr. Scroggs and it was in most cases necessary to rewrite them almost entirely before they were satisfactory. Furthermore, the general difficulty was that the regular teachers were already overloaded with work and could not well do extra work in correspondence satisfactorily. You will notice that in the beginning the University offered few courses of its own but only those which could be taken from the University of Wisconsin and the University of Chicago. Later when Miss Mitchell became director of correspondence study and gave her entire time to it, together with that of several helpers, the work became much more valuable. I feel that the history of correspondence work in Oklahoma should have some account of the work that Miss Mitchell has done."

Dr. W. W. Phelan, now President of Oklahoma Baptist University, was at the time Head of the Education

Department, Oklahoma University. He says:

"Of course, the inauguration of such work (extension) was due to Dr. Brooks and I have no doubt that he found much objection to its furtherance. At any rate, both the correspondence and extension work was first inaugurated through courses given by the School of Education at Oklahoma University. The faculty of the University as a body took a decided stand against it and only because they saw the School of Education was getting the benefit of this work would they finally capitulate and then it was with very poor grace.

"I recollect particularly that in the inauguration of the extension work, because Dr. Brooks could get little or no cooperation, he pressed the matter at first entirely in my hands and the first extension teachers that were sent out belonged to the School of Education. At this writing, I do not remember exactly the date of the beginning of the work but it must have been as early as 1916.

"Regarding your question concerning the coordination of such work in the University and that of the Normal Schools, I never heard what it was exactly that broke up the contemplated coordination. I feel, however, that it was the objections made by the faculty of the University as a whole."

Dr. J. W. Scroggs was Director of Extension Department of Oklahoma University at the time the cooperative plan was inaugurated. His statement should throw light on the situation and the causes of failure of the plan:

"While the State Board of Education was the Board of Regents for the University and the State Teachers Colleges, they suggested to Dr. Brooks the desirability of consolidating the Correspondence work of all the institutions under their care. I was called to an all day meeting at Oklahoma City to discuss the matter, and President Grumbine then of the Northwest "Normal" as they were then called, and I were appointed to work out the details of a plan. He came to Norman the following week and we spent a whole day on the matter, and reached a harmonious conclusion, which was submitted to the Board of Education.

"One very important feature of the enterprise was getting outlines for the subjects to be taught. I favored getting them from the University of Wisconsin. They would then be prepared by persons thoroly acquainted with correspondence study, and the standing of that uni-

versity would be a guarantee of the quality of the outlines. But they would charge us from \$18 to \$25 for each outline. Charles Evans, then at Edmond, was very much opposed to that feature, and finally the Board decided that the outlines should be divided between the different schools. I objected very strenuously. We had no one at the University at the time who had had any experience in such work and I felt sure the other schools were little if any better off. But the cost of buying the outlines would be considerable and there were not sufficient funds.

"Another obstacle was tuition. The University had charged enough to cover the cost of the service. Evans wanted it free. (Afterwards Gov. Williams ruled that the lawmakers did not have correspondence study in mind in prohibiting the charging of tuition). We finally compromised on \$5 a course.

"I sent a list of subjects assigned to each president in February. He was to assign them to individuals in his faculty. I wrote several letters hurrying them up, but the following August I had received but two outlines, and the work was to begin in September. One was an outline in history by Prof. Frank Wyatt of Alva. It was excellent. The other was by ....., then of Edmond. He sent me an outline of course in.....written on two pages of note paper. I returned it with the explanation that it would have to be arranged in assignments, 30 or 40, so that one could be sent at a time. He seems to have misunderstood my letter, and never answered it.

"In August I resigned the chairmanship of the Joint Committee on Correspondence Study, and so far as I know, no farther efforts were made in that line."

In another letter Dr. Scroggs writes:

"My recollection is that the plan failed entirely in the matter of the outlines for study and recitation. The questions are the most important item. They must compel the student to study and understand the subject and yet not be framed so that they can be answered by quoting from the text. The ability to write an excellent recitation paper is rather rare, especially the art of questions."

### CONCLUSIONS:

From the above quotations we may conclude that the plan of co-operative extension work between the University and the Teachers Colleges failed for the following reasons:

1. Lack of acceptable outlines for the courses.
2. Inexperience of the teachers in all the institutions.



3. High cost of satisfactory outlines.
4. Opposition on the part of the faculty of the University.

### SUMMARY

We have traced briefly the beginning of Extension work in the normal schools of the state and have given an account of the efforts to organize the work on a state-wide basis with the University as center. We have noted the failure of the plan, reasons for that failure, and the resumption of the work by the normal schools working independently of the University. The large increase in enrollments was due to a revival of interest in education following the war and doubtless also to the more stringent requirements laid on the teachers of the state for certification by the State Board of Education.

## CHAPTER III

### NEW DEVELOPMENTS OF THE PRESENT YEAR (1927-28)

#### 1. Increased activity in the field of class-extension.

The school year 1927-28 has been marked by an unprecedented increase in the number of teachers from the teachers colleges who have been placed out in the field for the purpose of conducting class-extension courses. Several of the teachers colleges have from five to six men who devote their entire time to the organization and teaching of courses by the class-extension method. When it is recalled that the class-extension work heretofore has been conducted by regular members of the faculty of the colleges who did the work on Saturdays and after school hours during the week and that hardly a man devoted his entire time to the class-extension work, it will be seen what a tremendous expansion in this type of work has been undertaken.

The increased activity of the teachers colleges has been matched by a doubling or a tripling of the number of men in the field from the state university. Thus all the tax-supported senior colleges of the state are redoubling their efforts along the line of class-extension.

It may be noted in passing that the large number of classes organized out in the field has brought about a relative decrease in the amount of correspondence work being done by these institutions. Most of those who enroll for either correspondence or class-extension work are teachers actively engaged in teaching. It is easy to see that these teachers could not take both correspondence and class-extension work at the same time even if this were permissible.

#### REASON FOR THIS GREAT EXPANSION OF CLASS-EXTENSION WORK

#### 1. Class-extension work held in higher esteem than correspondence work.

Because, on the surface at least, class-extension work most nearly approximates residence work it is

thought by many to be more effective than correspondence work. It has the advantage of bringing about face-to-face contact with the instructor and with fellow students. This doubtless is an incentive to many to whom the work of laboriously writing out each lesson does not appeal. Again, students may be given credit for residence work when the work is taken by the class-extension method. This may not be done with correspondence work—hence a premium is placed on class-extension work.

2. Desire to expand the usefulness of the institutions.

Extension work has usually been started because of a desire to serve a larger public than can be assembled on the campus. Extension work carries the college and the university to the people. It offers an opportunity to continue college work to those who are unable to go to the college. We may readily believe that this good motive is one of many that may be behind the movement.

3. Desire to secure friendship and support for the institutions.

State-supported institutions are dependent for their lives and for increased appropriations upon the whim of legislatures. It seems absolutely essential that the institutions be backed up by popular good-will and support. If the colleges can cause the people to believe that they are conserving a large and useful purpose, this impression will help with the legislatures. This may appear as a selfish motive, but it is without doubt a very powerful one in activating the state-supported institutions.

4. Rivalry between the university and teachers colleges.

The university may not feel the competition of the teachers colleges, but there is no doubt that the teachers colleges keenly feel the competition offered by the university. It is felt that if the university organizes extension classes within the territory of a teachers college many students will be lined up with the university and will later on go to the university whereas otherwise they might have gone to the teachers college. The teachers colleges

feel, then, that they must organize class-extension work of their own, get the students connected with the colleges in that they will have certain hours of credit earned in the colleges. These hours of credit, plus the favorable impression it is hoped will be made by the extension instructors, will lead the student to become a resident student in the course of time.

This is a very frank statement of a motive that may appear beneath the dignity of a great state institution. To a dispassionate on-looker it may appear as a senseless struggle. There would seem to be enough students in the state for all the institutions of higher learning. Besides, the teacher-training institutions are supposed to be training teachers and not everyone who goes to college expects to become a teacher. In so far as the teachers colleges feel themselves to be in competition with the university, they lay themselves liable to the suspicion that they are in reality conducting institutions of liberal learning rather than highly specialized institutions for teacher training.

There should be inaugurated a plan for co-operation that would remove this element of rivalry and develop out of the contestants a well-organized, smoothly running machine where team-work takes the place of competition. Suggestions will now be made of possible plans of co-ordination that may bring this desired condition about.

#### TENTATIVE PLANS FOR CO-ORDINATION OF EXTENSION WORK IN OKLAHOMA.

1. The university the hub and the teachers colleges the spokes radiating over the state.

It would seem that the university should be the logical center for higher education in the state. The correspondence and extension work might be directed from the university as a center and the teachers colleges, located in strategic positions over the state, serve as sub-centers under the university.

While this suggestion may be logical, we have to deal with illogical human nature. The teachers colleges

are jealous of their independence and it is not likely that they will submit to any arrangement whereby they will even apparently be secondary to the university.

The difficulty is increased by the fact that the university and the teachers colleges are no longer under the same Board. The university has a separate Board of Regents while the state teachers colleges are directed and controlled by the State Board of Education under the leadership of the State Superintendent of Public Instruction.

Whatever plan may finally be agreed upon it will doubtless have to contain a "plank" guaranteeing the independence of the teachers colleges. This ought not to be an insuperable obstacle in the way of such a union. A parallel may be found in the relationship of the Federal government to the states of the American Union. The University, like the Federal Government, has the whole country (the state) for its territory. Each Teachers College, like the individual states, has a limited portion of the state for the exercise of its sovereignty. The Federal Union has operated with a fair degree of harmony and efficiency. Some agreement might be reached which would leave the individual teachers college free and independent so far as their particular territory extended and yet linked to the university in such a way that the activities of all the institutions would be harmonious and non-competitive.

## 2. Extension work under the State Board of Education.

At present the State Board of Education controls the extension work conducted by the six state teachers colleges. Each of the teachers colleges has a Director of Extension who manages the work for his particular territory subject to the rules of the State Board. The University has a Director of Extension who has direction of the work of the whole state so far as the university is concerned, but no control over—not even contact with—the work of the teachers colleges. Hence the university and the teachers colleges work independently of each other



and, it may be, at cross purposes. There is no agency for the control and harmonizing of the work of the two sets of institutions.

A committee might be appointed from the State Board of Education to work with representatives of the university and of the teachers colleges to bring a harmonious functioning of the extension work.

A major objection to this plan is that whereas the State Board's action would be binding on the teachers colleges, it would have no such binding effect upon the university. Of course, the university might agree to be bound by the action of the committee. But in case of disagreement there would be no central authority with power to make regulations and enforce them.

Another objection to this plan as stated is that the Board of Trustees for the university is not represented on this committee. This might be overcome by having such representation in the form of a committee from the Board of Trustees. In order that the committee of committees be not too large and unwieldy, it is here suggested that, in case this plan is adopted, the final committee consist of one man from the State Board of Education, one man from the Board of Trustees, the director of extension for the university, and one man chosen by the teachers colleges to represent them. The director of correspondence work for the A. & M. College would make a fifth party to prevent a tie in voting. These five could elect a chairman from their own number to preside and cast the deciding ballot in case of a tie.

Under this plan all of the institutions would be represented on the committee as well as each of the governing bodies—except that of the A. & M. College.

This body could evolve rules and regulations, delimit the fields of the various institutions, and devise plans whereby the work of all the institutions would be harmonized so far as extension activities are concerned.

### 3. Another proposed plan of co-operative effort.

In view of the fact that the increased activity in the class-extension work during the present year, 1927-28,

has cut the amount of correspondence work in the teachers colleges down to very small proportions, it is here suggested that all correspondence-course instruction be turned over to the state university thus relieving regular resident instructors of the tedious and distracting task of grading what few papers that come into the various departments of the teachers colleges. This would enable the resident teachers in the teachers colleges to devote their undivided time to resident instruction and to research work along the lines of their specialties.

The second suggestion to be made is almost an accomplished fact already in Oklahoma. It is that there be a separate faculty of instructors who devote their full time to class-extension work. The plan at present followed of removing regular resident instructors from their residence work and placing them in the field for class-extension work is not approved by the writer. It is believed to be preferable to let the resident instructors continue in their usual work and select a separate faculty specifically to do class-extension work. The regular resident instructors were not employed for this type of work in the first place and many of them dislike the class-extension work. If men are hired to do this specific work their attitude toward the work would naturally be much more favorable and better work would be accomplished. Each teachers college would have its own corps of instructors under the direction of the Director of Extension of the college. Each teachers college would confine its activities to the territorial district at present allotted to it.

The third suggestion is that certain centers be designated within the teachers college territory of each district—these centers to be known as class-extension centers. From this central point the instructor may arrange the organization of class-extension classes within the radius of his center. This plan would eliminate the extensive travel necessary under the plan of having the instructors go out from the college. It would also give a greater latitude for hours to be arranged more convenient for the class-extension students themselves.

The university should continue its class-extension work, but should confine it to the larger cities of the state. By mutual agreement certain cities within the territorial limit of a teachers college could be designated as the territory of the university. By this means the work would be placed on a non-competitive, non-duplicating basis and, it is believed, would be satisfactory to all parties concerned.

In the matter of correspondence, if a modification of the sweeping suggestion that all this work be turned over to the university is desired, it would still be possible for the university to turn back to the teachers colleges for grading the papers that fall specifically within the field of the teachers college work. It may be that certain courses will be desired that the teachers college instructors can handle better than the instructors in the university—courses dealing more specifically with the job of teaching. Instructors grading the papers in the teachers colleges would, of course, be paid as now for the work.

It is further suggested that, in the matter of administration, a committee representing the various institutions conducting class-extension work be appointed with the Director of Extension of the university as its chairman. This committee would have charge of the matter of coordinating the work of the various institutions, deciding what courses are to be offered, checking up on the work in the field, keeping the outlines up to date, etc. The chairman should be vested with authority to call the committee into conference once each quarter or oftener if found necessary.

It is believed that this plan would conserve the energies of the regular resident instructors by relieving them of the burden of excessive correspondence work and class-extension work. It would develop a corps of specialists in the field of class-extension. It would bring about a coordination of the efforts of the university and the teachers college in the place of the chaotic conditions that now exist. It would remove the element of competition and thereby put an end to the rivalry of one institution as opposed to another. Furthermore, it would tend toward a



higher class of work being done in the field and thereby increase the usefulness of all the institutions concerned.

### SUMMARY

In this chapter we have touched upon some of the new developments of the present year, given reasons for the great expansion in class-extension work, shown the distressful conditions arising from the rivalry between the university and the teachers colleges, and suggested plans for the co-ordination of the extension work in Oklahoma.

# CHAPTER IV

## A CHAPTER OF PERSONAL OPINIONS

In the belief that it will be interesting and instructive to learn what some of the leading educators of the state think of extension work—the value of the work, etc.,—a few extracts will be given from letters received in answer to inquiries or in the course of this investigation.

President A. Linscheid of East Central Teachers College, Ada, Oklahoma, writes:

“With reference to the Extension work I may say that I believe it to be very valuable. Indeed, quite as valuable as instruction on the campus, provided the proper safe-guards are thrown around it.

“In my judgment, the teachers who give instruction through Extension classes should be among the best qualified in the institution in point of training and experience, and they should exercise great care in requiring as much work and as high a level of work as that which is required in the same classes conducted on the campus.

“It is necessary that the institutions giving these Extension classes provide reference libraries sufficient to make the assigned readings in Extension classes equal to those in the same subject on the campus.

“Furthermore, I believe that the amount of this work should be restricted to approximately one-third of the total required for a degree or diploma or certificate, and that nor more than eight hours of it should be done in any school year.

“The need for this type of instruction undoubtedly exists. It is popular with county and city superintendents, and in our territory we have had more calls for classes of this kind than we have been able to provide for.

“With reference to co-ordinating the work of all the institutions in the state doing this type of work, the State Department of Education should make provision not only for the organization of these classes subject to the rules of the State Board of Education, but also, for the supervision of these classes by someone representing the State Board of Education, and all Extension work which is offered for certificates of any kind could be put under the absolute jurisdiction of the State Board.”

Paul L. Voght, Dean, University Extension, Oklahoma University, writes as follows:

"As the Head of the Extension Division of the University of Oklahoma, my judgment may be somewhat prejudiced. A little over a year's full time experience in Extension work has convinced me that this is one of the most promising undeveloped fields in modern education today. I would say this also especially with reference to correspondence and extension class work. While I have not been able to get accurate figures as to the amount of correspondence and extension class work now being carried on, I have reason to believe that there are nearly 9,000 enrolled in correspondence courses offered by the tax supported institutions and that there is a large number of students enrolled with the International Correspondence School, Alexander Hamilton Institute, LaSalle Extension University and other private correspondence schools.

"We have discovered as a result of this last year's experience a real and continuous demand for extension courses and we have increased the enrollment in the field of extension classes from about 300 to over 1000 during the past year (1926-27). All of the circuits where work was inaugurated are asking for a continuance of the work for the coming year and a considerable number of others interested have invited us to develop the extension class work with them.

"The very favorable attitude of the communities where work has been done this year is an evidence of the efficiency of the work and the need for it. My impression is that so far as the University of Oklahoma is concerned, the attitude toward this type of service is far more favorable than it was some years ago and that the members of the faculty who are in position to pass judgment upon the work done are thoro believers in the efficiency of the service rendered.

"As judged by the developments in other states, together with the evidence of demand in Oklahoma, I see no reason why in the next few years there should not be from 15,000 to 20,000 enrolled in correspondence and extension class work under the auspices of the tax supported institutions in the State of Oklahoma.

"As you probably know, the University of California now has 30,000 students enrolled in extension classes and

correspondence. Minnesota has nearly 10,000 and other states have increasingly large numbers.

"This enlargement of the extension field does not compete with the work done on the campus, but supplements the same by giving persons who are not financially in position to take full residence courses an opportunity to carry on their studies at home."

An example of the variable policies that have been pursued in Oklahoma with reference to class-extension work is found in the fact that at one time the State Board of Education permitted classes to be organized in towns away from that in which a teachers college was located and these classes were placed in the hands of city or county superintendents for instruction. These instructors were required to have the A. B. degree. A large number of classes were organized but it soon came to be felt that the work being done was not up to standard. The State Board of Education then decreed that class-extension classes could be conducted only by regular instructors in the state institutions. This had the effect of greatly curtailing the number of class-extension classes up until this year (1927-28) when the colleges employed a number of full-time instructors to do this work alone.

Illustrating the difficulties encountered by the college administrations under these conditions, we quote from a letter written by President J. P. Battenberg, of Northwestern State Teachers College, Alva, Oklahoma:

"In reply to your letter of June 1st, (1927), will say in answer to your first inquiry, that our increase in growth in extension work was brought about by the ruling of the Board of Education, permitting us to organize classes in towns away from that in which the institution was located, and place in charge of that class a county or city superintendent, or a high school teacher. This college believed that many persons were enrolled in these courses who were not properly prepared for them, and that the teachers of the classes were not on a standard with those in the college, and therefore, voluntarily discontinued the work a year prior to the ruling of the Board of Education, which refused to permit other than members of the faculty at the college to conduct extension work.

"None of our faculty members have sufficient time at the present and have not had for at least two years, to

go away from the institution and conduct extension classes. Consequently, the extension work has been practically discontinued by this institution.

"A small group of correspondence courses are offered. There has been no marked objection on the part of the regular faculty members to extension work, and all are quite willing to grade the correspondence papers and direct the work, when time permits them. It has been largely a matter of lack of time.

"The State Board of Education's ruling has helped us to do the thing that we had already been doing. Our experience taught us that two or three men in the district would organize classes just as large as possible, and that in these classes there were no failures, and though we checked up on the work as closely as possible, we were of the opinion that the instruction given, was not on a par with the instruction given at the institution. Furthermore, with every institution in Oklahoma offering a summer session, and then an extra summer session, and with all of the correspondence courses that are offered, it was difficult for us to see the necessity of organizing extension classes in this sparsely settled section of the state."

A favorable opinion is rendered by President M. P. Hammond of Northeastern State Teachers College, Tahlequah, Oklahoma. He writes:

"In our institution correspondence and class extension work has proved efficient, falling not far below, if any, the work done in residence. To date there has been a great need for this type of work in Oklahoma. The teachers and superintendents in general have shown an excellent attitude toward the work.

"Possibilities for the coming year (1927-28) are as good or better than before. It seems that this type of work is becoming a definite part of our institution and is here to stay because of the services which it renders teachers who wish to grow with the profession."

The University of Oklahoma evidently suffered from some of the things enumerated in President Battenburg's letter. This is indicated in a letter from Prof. Louis B. Fritts in charge of class-extension work for Oklahoma University. He writes:

"In reply to your questions about the decline in extension classes and enrollment . . . . I think the true explanation lies in the fact that the policy of permitting local men to give classes was revoked. This may have been in part due to the change in administration but was



more largely influenced by the slipshod work done in some instances."

Professor W. G. Borum, Director of Correspondence and Extension, Central State Teachers College, Edmond, Oklahoma, writes at some length concerning several problems presented by the work:

"Correspondence and Extension work is offered mainly for the teacher. It gives them a chance to do some extra work during the year toward a degree or certificate. This work according to my opinion, when offered, should be under close supervision.

"In many instances teachers take correspondence only for the credit and not for the good they derive from it. They therefore resort to various means to get by with a passing grade. I think it would be best if these departments would not make any advertised campaign to sell this work. It should be offered to the student if he had to have an hour or so to complete his degree or certificate requirements. In offering the work, I believe it would be best to return the graded lessons to the student, but when he has taken a final examination, all papers should be turned over to the department. This would not then do away with all dishonesty but help materially to beat the student to it. The final examination should be taken at the college where the work was completed, preferably, or under close supervision, either the city or county superintendent holding it. The final set of questions covering a course should be long enough for the instructor to get an idea as to whether or not that particular student actually did the work. No one is afraid of an examination if he has studied and prepared for it.

"Both the correspondence and extension work should be limited in many respects. First, the student should only be allowed to complete so much non-residence work in a year. Second, everything in the curricula should not be offered, but only such subjects as require definite information and not much outside reading. For a real college course, one needs a good library which you do not find in most schools, especially fitted for college study.

"Correspondence and extension work has just about reached its climax according to my thinking. In the past this type of work has been so easy that students much prefer doing it than residence work. Non-residence work should be so difficult that one would much rather attend school than do correspondence and extension work.

"It is time that some plan should be worked out for the co-operation of all state institutions in giving this

work. I am certain (not) just what would work best. If the teachers colleges are going to continue to work against the State University and in their respective districts, only, then each school should give work only in about four or six departments. Full time extension faculty members should be employed to teach nothing else but this work. Of course, they teach nothing but their major and one minor. The demand for this work should determine the fee largely. It should be made a self-supporting proposition."

### SUMMARY

Taking all these statements at their face value, I believe that in so far as they represent the sentiment of men actively engaged in the work or directing it, we may conclude that the majority opinion is very favorable to correspondence and extension work in Oklahoma. This view has been further strengthened by a large number of interviews with others whose opinions were not committed to writing. The shortcomings of the work are recognized as are the abuses on the part of certain students, but by and large it is believed in Oklahoma that under proper supervision and with competent instructors the work is well worth while.

### FINAL SUMMARY AND CONCLUSIONS

By examining the historical sketch of the development of correspondence and class-extension work contained herein and reflecting on the same, we may draw the conclusion that from the administrative standpoint no consecutive or consistent policy has been followed by the state of Oklahoma in her extra-mural instruction. Such system as has developed has been very largely of the home-grown variety. We find no record of experts being called in from other states or institutions to give counsel. We find no record of any effort being made by the executives of the various institutions to make a study of what had been done in other states and of profiting from the experience of others. The demand for the work pressed upon the executives and they appear to have thought that it could be established by executive fiat.

The work was begun in the University in 1909. The normal schools, as they were then called, began the work



in 1912. Both the University and the normal schools were handicapped by the lack of experienced instructors who could and would draw up adequate courses of study and conduct the work on a sufficiently high level. Very soon the normal schools became acutely aware of their inefficiency and appealed to the University for help. A plan for cooperative extension work to be conducted jointly by the University and the normal schools was evolved, but this plan failed to function largely, it is believed, because of lack of suitable and reasonably priced course outlines. This plan was inaugurated in 1914. It wobbled along until 1919 when the control of the University was reinvested in a separate Board. This definitely put an end to the effort at co-operation.

In both the teachers colleges and the University there was a very rapid growth in both extension and correspondence work following the year 1919. For the University the class-extension work reached its highest point in 1922-23. This rapid growth was doubtless due in part to the fact that it was permissible for class-extension work to be delegated to other than regular faculty members and still be recognized by the University. A reversal of this policy, confining the work to faculty members only, resulted in a great slump, the lowest point being reached in 1925-26. The policy then was adopted of employing special faculty members to do this work alone and we witness a revitalization of the work which at the present time, 1927-28, promises to reach higher levels than ever before as to the number of classes and number of students enrolled. The same general tendencies are noted with reference to the correspondence work except that in this case the work does not appear to be recovering from the slump of 1925-26. It appears safe to assume that the increased activity of class-extension workers is militating against correspondence work. It may well be prophesied that, if the class-extension work is pushed until practically every community wanting the work is served by representatives from the University or the teachers colleges, correspondence work will be reduced to a minimum and may even have to be discontinued.

An examination of Table No. 2 will show that 1923 was the culminating point for the correspondence enrollments in the teachers colleges also, but while they have suffered a slight falling off of enrollments in the succeeding years, it is nothing like that occurring at the University. I do not have the figures on enrollments in correspondence courses for 1927-28, but it is my belief that there has been a very considerable diminution, due again to the large number of workers in the field of class-extension.

There has been a considerable falling off of enrollments in class-extension work in the year or two prior to the present year, 1927-28. This falling off was due to a regulation of the State Board of Education to the effect that class-extension work could be conducted only by regular faculty members. This practically killed the work for the teachers colleges. Many of the teachers colleges did practically no class-extension work during 1926-27. But for the year 1927-28 something like one-half dozen men have been employed by each college to do only class-extension work and there has accordingly been a tremendous expansion in this field.

So far as correspondence work is concerned there has never been much felt competition between the University and the teachers colleges. But in the case of class-extension, with each of the state supported institutions experiencing a multiplication of men in the field and enrolling large numbers for this type of work, the competition is becoming keener and keener and gives promise of becoming a race for supremacy. This reminds one of the race among the nations in the competitive building of armament. Each school feels that its salvation hinges on winning the race in the matter of class-extension work.

It is interesting in this connection to note the conclusions reached by W. H. Zeigel in his study of "The Relation of Extra-Mural Study to Residence Enrolment and Scholastic Standing." Dr. Zeigel says, (Page 237) :

"Facts relative to extra-mural instruction do not warrant rivalries in building up competing organizations with overlapping functions. At the present time the teachers colleges of the state (of Missouri) have large extra-mural

enrolments which could be easily doubled. Unfortunately, however, extra-mural instruction is not leading to the coveted goal of residence study, and unless this goal is attained all efforts expended in extra-mural instruction are futile, for it is only through residence study in college or university that adequate preparation can be made for the teaching profession. Consequently, as long as extra-mural study fails to induce students to come to college for residence study, so long must its value as a teacher training agency be open to question."

Dr. Zeigel found that students in extra-mural courses did not enroll for residence work. We may have the spectacle, then, of the various state supported institutions of Oklahoma striving desperately to build up huge enrolments in extra-mural courses in the hope that this will lead to increased enrolment in the resident work, whereas, if we accept Dr. Zeigel's findings, it leads to nothing of the sort and their efforts along this line are wasted so far as enlarged residence enrolments are concerned. If the Oklahoma institution can be persuaded of the correctness of Dr. Zeigel's conclusions, I believe it will be much easier to induce those institutions to enter into some kind of agreement for the cooperative conduct of extra-mural work.

Several tentative plans by which the teachers colleges and the University might get together on a cooperative basis for the conduct of correspondence and class extension work have been suggested already. It is my belief that the most important element in any cooperative plan that might be adopted is the central committee which will hold conferences and delimit the fields of the various institutions, decide what courses should be offered by each, and be responsible for seeing that the work is maintained on an acceptably high level of efficiency. On this committee each institution should have equal representation.

## LIAISON

A number of problems naturally grow out of a study of the history of correspondence and class-extension work in Oklahoma. Some of these have been indicated in the historical sketch presented in the pages preceding. Others will occur readily to the studious reader. To the writer no problem has appeared so interesting or so vitally important as the problem of evaluation of correspondence and class-extension work in terms of residence work. Accordingly, this problem has been attacked and a solution sought. In the following pages will be found a discussion of the need for such evaluation, a description of the methods followed by the writer in trying to solve the problem and the conclusions reached.

It is hoped that others may be stimulated to undertake similar investigations and that the materials here presented may be helpful to such investigators. Very few things, if any, in this life can be regarded as forever settled. The author does not claim that he has nailed down a hard and fast solution that will never be moved. He has given the conclusions which the facts in hand seemed to justify. If others, using this work as a basis, build other and better structures, the author will be grateful for having had a part in helping in the foundation work.

R. E. C.





CORRESPONDENCE AND CLASS-EX-  
TENSION WORK IN OKLAHOMA

PART TWO—EXPERIMENTAL WORK

## THE EXPERIMENTAL WORK

*The Need for Evaluation of Correspondence and  
Extension Work*

Opinions as to the relative value of correspondence and extension work as compared with residence work are almost as varied as the individuals expressing the opinions. Some individuals are enthusiastic in regard to correspondence work while others feel that the work is highly questionable and perhaps ought to be discontinued. In general, there seems to be a more favorable opinion entertained as to class-extension work—probably because it approximates more nearly residence work.

The practice of the colleges in regard to the acceptance of credit for extension work is an indication of an attitude of distrust toward the work done in other institutions than the one actually conducting the work. Oklahoma University, for example, will accept correspondence credits only when the work is done with Oklahoma University. Central State Teachers College at Edmond states: "We reserve the right to accept or reject any correspondence work done in another institution." So far as the giving of credit is concerned the caution seems to be "use discretion."

This variety of opinion and questioning attitude indicate that extension work still needs to prove itself. If some means could be found of evaluating scientifically the various kinds of work, it would be a valuable contribution to the educational world.

Again, extension directors are evidently aware of the questioning attitude of their fellow workers, as evidenced by the rigid regulations made in regard to the conduct of the work. One former director made the statement that it was his purpose at all times to make the correspondence work more thorough-going than the same course in residence. He presented illustrations of individuals who had done excellent work—surpassing that done in residence. One examination paper on a correspondence course was shown to a resident instructor of a given course. The instructor was surprised at the difficulty of the examination and expressed himself as feeling that a similar ex-

amination would be entirely too difficult for his residence class.

At present most statements in regard to the value of correspondence and extension work are based upon personal opinion arrived at after more or less experience with those types of work. What is needed is a scientific comparison that will be considered authoritative.

This study has been undertaken in the hope that some such method of comparative evaluation might be found that would at least be suggestive and stimulating to other investigators to undertake work in the same field.

The study has been spread over the better part of three years. The results represent an effort to reduce to scientific terms what is so often expressed as a matter of personal bias or opinion.

### *An Attempt to Find a Method of Evaluation*

Resident work is considered standard work everywhere. No college on a reciprocating basis will refuse to accept residence credits from a standard, accredited school. Since residence work is generally accepted as standard, a comparison may be made between the efficiency of correspondence and class-extension work on the one hand and residence work on the other, provided a reliable measure of efficiency can be found or evolved. If it can be shown that correspondence work, for instance, is equal or superior to residence work, then its value as a method of instruction may be considered established.

At once the question suggests itself: Have we an adequate measure of residence work? And the old, old question: Shall we measure merely information, facts, or shall we include the intangible by-products, the "concomitants" of learning? In view of the fact that the "concomitants" are not agreed upon much less any method of measuring them, suppose we attempt to measure only the "factual" knowledge secured as a result of the learning process. This is the only "change" in the student that lends itself with a fair degree of readiness to being measured at present. The problem is to determine the relative efficiency of residence, class-extension and correspon-

dence work in so far as factual knowledge is concerned.

The plan of investigation decided upon was to select certain subjects which were being taught by two of the methods by the same instructor and attempt to compare the result secured. Experimental errors due to a difference in teaching skill will be reduced because the same teacher will apply all the experimental factors; then, "generally superior teachers will be equally favorable to each EF, and the generally inferior teachers will be equally unfavorable to each EF." (McCall). The instructor was to give initial tests in the subject at the beginning of the term, at intervals during the progress of the work, and a final examination at its conclusion. Intelligence tests yielding a mental age were to be used in equating two groups—one engaged in residence work and one engaged in correspondence work. McCall's "Computation Model II" was to be used for the equivalent groups experimental method.

The following is taken from a letter introducing the plan to prospective co-operating instructors:

"These tests (for experimental students) should be as objective as possible—such as the true-false type. They should be as thorough as practicable. The co-operating instructor should prepare his own questions but should submit them to me so that I can know what he has done along this line. The resulting scores, time given, intervals between tests, etc., should be carefully preserved and recorded. The attendance record of the pupils in the classes involved should also be carefully kept. The intelligence of the students is to be tested by giving them the Otis Self-Administering Intelligence Tests—Higher Form A. These tests will be supplied by me to the co-operating instructors and administered by them."

The Otis tests were selected because of the usual criteria—reliability, ease of scoring, etc., but more especially because of their "self-administering" feature. It was thought that these tests, being self-administering, would eliminate any variability due to the manner of giving the tests.

#### *Teacher Variability—Need of a Control Group*

A second phase of the problem was to investigate the variability of teachers who teach term after term the

same subject in residence. The idea here was to have a check or "control." Suppose that we should find that the same teacher gets quite different results by correspondence and by residence work. How do we know that the variability measured here is any greater than the variability to be found in two classes taught by the same teacher in residence but at different times? If we could measure the amount of variability from term to term in the same subject, we would then know whether or not this variability was greater or less than that shown between residence classes and correspondence or class-extension classes.

### *Difficulties Encountered.*

Numerous difficulties were encountered from the beginning. A statement of some of these may be helpful to others who contemplate similar experimental work.

#### *1. Lack of Cooperating Instructors.*

The demands made upon the time and efforts of the necessary cooperating instructors were too great. Busy teachers already overloaded with their own work are naturally reluctant to undertake experimental or other work in which they are not particularly interested and from which they can expect little if anything in the way of personal reward. The following letter will illustrate the point:

"I have your letter and material relating to the study of correspondence courses and have discussed the plan with the teachers in my department. We do not feel that we can give the time necessary to carry out the detail work called for in the plan. We will gladly give you any assistance that is within the time limit we have at our disposal."

#### *2. Lack of Duplicate Courses on and off the Campus.*

The courses offered in residence may be handled in an entirely different manner than the courses offered by class-extension or by correspondence. Efforts are made by instructors to adapt their offerings to the needs of the students being instructed. So it comes about that courses having the same number and description so far as the catalogs and syllabi are concerned may be quite different courses when given off the campus. This point



is well illustrated by a statement from Professor Rinsland of Oklahoma University:

"Extension, correspondence, and residence work in the same subject may not be alike. For example, in this university I presented a syllabus in my course—Education 176, Measurements in Secondary Education—to the Correspondence Department and they suggested that I change it so that the two courses would not be identical. This in a way was a wise suggestion because teachers taking the courses in correspondence have a laboratory in which to work which is different from any laboratory we have on the campus. Again I am offering my course, Education 177, Measurements in Elementary School, by extension in El Reno, and there I am adapting the tests to specific problems which Superintendent Deming wishes to have solved."

### *3. Miscellaneous.*

Other difficulties can be foreseen (and were), such as that of securing instructors having the scientific attitude; making sure that the initial and final tests were of a real objective nature and that the judgment of the teacher did not enter into the results; establishing proper experimental conditions in each case; getting the teachers to make proper records of the work, etc.

### *Organization of Experimental Classes.*

Considerable difficulty was experienced in discovering any method whereby a comparison might be made between the results secured from correspondence, class-extension, and residence courses. Correspondence students are scattered over the district and their papers come in irregularly and no check is to be had on the amount of time spent on each lesson or course. Class-extension classes vary from the courses given in residence—altho having the same number in the catalog and the same description, the teacher varies the courses to meet the needs of the students and does not follow exactly the same procedure as in residence classes. A comparison based on grades given in the various courses would be unreliable and valueless.

In view of these facts it was decided to organize classes to be taught by the same teacher, using the same text, outlines, etc., but teaching some classes in residence, one

in class-extension, and one group by the correspondence method. In these cases the conditions could be better controlled than in actual off-campus work.

The objection may be raised to this procedure that it is artificial and not representative of the actual conditions met with in the field. It is believed by the writer that the conditions are not more artificial than in any other experiment. The fact that the students are of a more uniform age and experience than would be the case in actual class-extension and correspondence work is really in favor of the method because we wish to compare the methods and the age and uniformity of experience tend to eliminate variables that might have to be eliminated by some other method.

The subject for the experiment was Psychology 2—a course in Educational Psychology. This subject was selected because it so happened that the enrollment was large in this subject and by shifting one class from another teacher, all classes were brought under one instructor. The cooperation of the students was secured and the classes formed as follows:

Two classes for residence work,  
One class for class-extension,  
One group for correspondence study.

The class-extension was the smallest, since it had only seven members. A correspondence course outline or syllabus was used in each class and group. This course consisted very largely of questions calling for factual knowledge based upon the study of a single text-book. Initial subject-matter tests were given to all after the course had been pursued for four weeks. This test was the same for all groups and care was taken that no opportunity was offered for "leakage" from one class or group to another. At the conclusion of the courses the same final test was given to all alike.

After eliminating those whose attendance was irregular, those who missed the initial test, and those whose

scores on the Otis Intelligence Test were not available, there were left for comparison the following:

Class-extension method—7 students

Correspondence method—36 students

Residence method—52 students

The nature of the experiment was explained to the students and each student was supplied with a blank form for reporting the amount of time spent in the preparation of each lesson. The correspondence syllabus consisted of twenty (20) lessons. A copy of this syllabus was placed in the hands of each student in each of the groups. Following is a copy of the blank for reporting time spent in preparation.

“Each student is requested to keep a careful record of the amount of time spent in the preparation of each lesson and to enter the number of minutes so spent in the blank spaces below. It is not intended that this time record shall influence the grades given to the student. In order that the conditions of the experiment shall be as uniform as possible, it is hoped that each will spend at least sixty (60) minutes on each lesson.

Lesson No. 1\_\_\_ Lesson No. 6\_\_\_ Lesson No. 11\_\_\_ Lesson No. 16\_\_\_  
 Lesson No. 2\_\_\_ Lesson No. 7\_\_\_ Lesson No. 12\_\_\_ Lesson No. 17\_\_\_  
 Lesson No. 3\_\_\_ Lesson No. 8\_\_\_ Lesson No. 13\_\_\_ Lesson No. 18\_\_\_  
 Lesson No. 4\_\_\_ Lesson No. 9\_\_\_ Lesson No. 14\_\_\_ Lesson No. 19\_\_\_  
 Lesson No. 5\_\_\_ Lesson No. 10\_\_\_ Lesson No. 15\_\_\_ Lesson No. 20\_\_\_

“I certify upon my honor that the above is a correct statement of the amount of time spent by me in the preparation of the respective lessons.”

(COURSE) (Signed) .....

### *Correlation Between Time Spent in Preparation and Final Scores:*

The following totals of time spent in preparation of the 20-lesson course were turned in by 18 correspondence students:

Student No. 1, 25 hrs. 0 min. Student No. 10, 24 hrs. 25 min.  
 Student No. 2, 26 hrs. 5 min. Student No. 11, 35 hrs. 30 min.  
 Student No. 3, 27 hrs. 15 min. Student No. 12, 36 hrs. 15 min.  
 Student No. 4, 28 hrs. 0 min. Student No. 13, 37 hrs. 0 min.

Student, No. 5, 29 hrs. 37 min. Student No. 14, 38 hrs. 15 min.  
 Student No. 6, 30 hrs. 10 min. Student No. 15, 39 hrs. 30 min.  
 Student No. 7, 30 hrs. 45 min. Student No. 16, 41 hrs. 0 min.  
 Student No. 8, 30 hrs. 55 min. Student No. 17, 41 hrs. 15 min.  
 Student, No. 9, 31 hrs. 57 min. Student No. 18, 35 hrs. 50 min.

The correlation between the number of hours spent on correspondence work by this group and the scores made by them on the final examination was found to be:

$$r \dots \dots \dots .0314$$

There was, therefore, in this case but a very slight positive correlation between the reported time spent on the lessons and the final scores earned.

Since the class-extension group consisted of seven members only, these seven were paired with equivalent members from the correspondence group and from the residence group. The pairing was done on the basis of the Otis scores. We have then the following equivalent groups:

Cass-Extension Group				Correspondence Group			
Student	O. S.	IT	FT	Student	O. S.	IT	FT
Arm	66	41	50	Hol	65	33	52
Car	35	35	46	Hath	36	25	20
Har	62	41	44	Rig	63	25	53
Harn	44	11	31	Pet	45	23	29
McR.F	51	25	34	McL	52	27	45
McR.V	46	37	42	Gam	45	23	43
Mar	62	39	42	Ag	60	25	48

RESIDENCE GROUP			
Student	O. S.	IT	FT
Mar	67	33	51
Har	34	19	48
Hug	65	33	40
Wri	41	33	37
Pri	51	33	35
Flo	48	23	42
Ryl	60	37	31

### SUMMARY OF RESULTS

Using McCall's Computation Model II, found in *How to Experiment in Education*, p. 161, we compare the results secured from the above groups and find the following:

CLASS-EXTENSION GROUP—CORRESPONDENCE GROUP

	EF-1	EF-2	D	SDD	EC
Test 1	8.6	15.5	7.9	3.25	2.3
CLASS-EXTENSION GROUP—RESIDENCE GROUP					
	EF-1	EF-2	D	SDD	EC
Test 1	8.6	10.4	1.8	3.04	1.02
CORRESPONDENCE GROUP—RESIDENCE GROUP					
	EF-1	EF-2	D	SDD	EC
Test 1	15.5	10.4	—5.1	3.3	.23

This table shows that the correspondence group was better than the class-extension group by an average of 7.9 points. The correspondence group is better than the residence group by 5.1 points. The residence group is better than the class-extension group by 1.8 points.

One of the residence classes, Group 1, was equated with a group chosen from those taking the work by correspondence, as follows:

RESIDENCE GROUP				CORRESPONDENCE GROUP			
Student	O. S.	IT	FT	Student	O. S.	IT	FT
Mar	67	33	51	Hal	65	33	52
Mor	65	27	47	St	64	21	40
Ho	57	26	45	Ag	60	25	48
Wk	56	15	44	Je	56	19	21
Har	55	29	38	Le	55	17	46
Di	52	19	44	McC	52	27	45
Fl	48	23	42	Zi	48	39	46
St	45	19	19	Sh	45	31	39
Bar	43	33	50	Bl	43	24	35
Wr. M	41	33	37	Ma	40	30	26
McG	44	35	49	Pe	45	23	29
Def	55	27	39	Ba	38	21	38
Coc	40	39	39	Cr	50	31	21
Pr	51	33	35	Bi	43	37	28
Was	39	23	34	Pi	37	24	16
War	37	39	37	Cl	63	25	53
Fea	42	19	48	Ri	43	35	47
Eb	42	25	43	Ri	63	25	53
Hug	65	33	40	St	59	25	36
Ryl	60	37	31	Ro	44	23	37
				Po	54	21	22



Using McCall's formula for two equivalent groups and one type of test, we secure the following results:

## SUMMARY OF RESULTS

	EF-1	EF-2	D	SDD	EC
Test 1	13.65	11.25	-2.4	3.42	.25

These figures show that the residence class excelled the correspondence group by an average of 2.4 points.

Two residence groups in Psychology 2 were equated to determine the variation in results from classes in same subject but meeting at different hours. Group 1 met the first hour in the morning. Group 2 met the fourth hour in the morning.

## GROUP 1

## GROUP 2

Student	O. S.	IT	FT	Student	O. S.	IT	FT
Mar	67	33	51	Tr	67	17	42
Mor	65	27	47	Go	65	39	46
Ho	57	26	45	Sh	57	21	34
Wk	56	15	44	St	56	39	27
Har	55	29	38	Ga	55	29	45
Di	52	19	44	Sha	52	27	49
Fl	48	23	42	Sta	49	18	34
St	45	19	19	Ra	45	29	40
Bar	43	33	50	Lo	42	35	39
Wr. M	41	33	37	Shn	41	29	41
McG	44	35	49	Mar	44	27	39
Def	55	27	39	Gr	54	43	46
Coc	40	39	39	Grm	41	25	30
Pr	51	33	35	Fo. V	51	21	44
Was	39	23	34	McM	39	19	41
War	37	39	37	Mat	38	25	49
Fea	42	19	48	Bo	42	29	35
Eb	42	25	43	Fr	40	15	29
Hug	65	33	40	Lo	68	29	50
Ry	60	37	31	Al	58	35	28

## SUMMARY OF COMPUTATIONS

Using McCall's Model II, p. 161, How to Experiment in Education, the following results were secured:

EF-1	EF-2	D	SDD	EC
13.65	11	3.65	3.08	.42

These figures show that Group No. 1 excelled Group No. 2 by an average of 3.65 points.

CORRESPONDENCE AND RESIDENCE WORK IN  
ENGLISH COMPARED

Mrs. Floy Perkinson Gates, of the English Department of Southeastern State Teachers College, in order to help in the experimental work, arranged two groups in English Composition—one taking the course by the correspondence method and one taking it in residence. The groups were equated on the basis of the Otis scores. The groups and the results are shown below:

CORRESPONDENCE GROUP				RESIDENCE GROUP			
Student	O. S.	IT	FT	Student	O. S.	IT	FT
1.	66	85	88	1.	65	75	90
2.	66	80	87	2.	64	90	95
3.	60	75	90	3.	59	83	90
4.	57	70	70	4.	58	80	90
5.	56	90	70	5.	54	70	90
6.	54	80	87	6.	54	80	90
7.	54	85	80	7.	54	60	70
8.	53	75	90	8.	53	75	95
9.	51	65	80	9.	51	40	40
10.	50	90	90	10.	52	75	90
11.	48	80	87	11.	47	75	87
12.	45	75	85	12.	46	75	90
13.	45	85	87	13.	45	75	90
14.	41	75	87	14.	41	70	85
15.	39	60	75	15.	37	60	75
16.	36	60	80	16.	36	60	88
17.	43	70	75	17.	48	70	78

## SUMMARY OF COMPUTATIONS

Using McCall's formula, we derive the following:

	EF-1	EF-2	D	SDD	EC
Test 1	7.82	12.94	—5.12	2.71	.68

These figures show that residence work in English Composition was more effective than correspondence work by an average of 5.12 points.

Two classes in Psychology 2, one meeting during the March 1926 term and the other meeting during the September 1926 term, were equated on the basis of the students' Otis scores, given the same initial and the same final tests, and taught by the same teacher. The two classes were using the same texts, outlines, etc.

*Psychology 2—March 1926 September 1926—Psychology 2*  
*R. E. Crump, Teacher*

Student	O. S.	IT	FT	Student	O. S.	IT	FT
Sat	67	8	18	Phe	68	21	13
Ev	66	14	8	Ben	66	21	14
Wil	62	14	12	Fis	61	25	14
Ruth	62	14	16	Noy	60	23	13
Lee	57	22	26	McW	56	19	15
Kit	57	18	21	Bro	55	19	18
Hut	52	22	9	Flo	54	15	14
San	52	10	12	Pat	54	19	22
Ste	52	14	12	Bla	53	23	20
Bol	51	16	6	Mar	52	23	26
Bla	48	14	20	Rap	51	13	0
Ray ---	48	14	20	Mat	49	13	2
Web	48	14	20	May	46	15	28
Nob	46	16	24	Sum	46	9	0
Hum	42	20	13	Stu	42	19	14
Kim	41	12	0	Vau	42	17	16
Bro	32	18	26	McL	30	19	12
Tic	30	14	10	Lan	28	2	12
Dra	26	0	20	Geo	26	19	22

Using McCall's formula we arrive at the following

SUMMARY OF CALCULATIONS:

EF-1	EF-2	D	SDD	EC
—21	—3.1	—2.89	2.48	.42

These figures show that the March 1926 class did better on an average of 2.89 points than the September 1926 class.

Two classes in Psychology 2, one taught during the March 1926 term and the other taught during the May 1926 term, were equated on the basis of the students' Otis scores. The classes were taught by the same teacher under similar conditions, using the same text books, outlines, etc., and were given the same tests at equal intervals of time.

*Psychology 2—May 1926*                      *Psychology 2—March 1926*  
*E. H. Fxley, Teacher*

Student	O. S.	IT	FT	Student	O. S.	IT	FT
Con	52	69	77	Jor	51	98	90
Graf	51	62	78	Moo	51	92	87
Lad	48	69	80	Mor	48	74	67
Ern	44	71	80	Gre	45	86	80
Hag	42	85	79	Eva	42	80	82
Bel	41	75	82	Dav	41	74	67

Hul	41	72	76	Len	41	89	72
Bra	39	51	75	McM	39	96	90
Gra	36	40	72	Le	36	96	77
Old	30	48	80	Smi	30	87	70

Using McCall's formula we arrive at the following

#### SUMMARY OF CALCULATIONS:

EF-1	EF-2	D	SDD	EC
13.7	—9	22.7	1.32	6.18

These figures show that the May class did on an average 22.7 better than the March class.

The type of tests used here was composition and completion both of which depend somewhat on the judgment of the teacher. The difference found is so much larger than that found in similar experiments that there is a large presumption of error at some point. It may be well to disregard the findings in this case.

Two classes in Psychology 4, one meeting the September 1926 term and the other meeting the January 1927 term, were equated on the basis of students' Otis scores. These classes used the same texts, outlines, etc., were given the same initial and final tests, and were taught by the same instructor.

#### *Psychology 4—Sept. 1926      Psychology 4—Jan. 1927* *R. E. Crump, Teacher*

Student	O.S.	IT	FT	Student	O.S.	IT	FT
Ben	67	19	37	Bru	67	23	39
Wil	66	17	27	Ell	65	19	43
Web	63	17	40	Hou	63	22	45
Hug	58	21	29	Gar	58	19	43
Wes	57	25	53	Mor	57	23	35
Ha	55	21	49	Age	55	22	32
Sco	54	23	39	Clo	55	19	45
You	54	21	39	McL	55	19	38
Cra	48	21	31	Moo	48	11	41
Cop	48	13	37	Gra	47	19	27
Bur	44	11	37	Mat	44	19	28
Cob	42	7	23	LeF	42	11	31
Gib	42	13	33	Ell	42	23	44
Flo	41	15	42	Hen	41	19	29
Cre	40	17	31	Jac	41	15	21
Joh	40	15	37	McA	41	19	33
Law	39	19	28	Mea	40	15	28
Fre	38	23	25	Har	35	23	31
Cox	34	15	11	Poo	34	19	28

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Ada	34	19	33	Row	34	15	33
Har	31	21	34	Col	31	19	47

Using McCall's formula we arrive at the following  
SUMMARY OF COMPUTATIONS:

EF-1	EF-2	D	SDD	EC
17.24	16.57	— .67	2.41	3.33

These figures show that the September 1926 class in Psychology 4 did on an average .67 points better than the January 1927 class.

Two classes in Psychology 4, one meeting the first hour in the morning and the other meeting the fourth hour, were equated on the basis of the students' Otis scores. Both classes were given the same initial and the same final tests. The classes were taught by the same teacher, using identical texts outlines, etc.

## *Psychology 4—March 1926      Psychology 4—March 26* *R. E. Crump, Teacher*

Student	O.S.	IT	FT	Student	O.S.	IT	FT
Shel	68	19	27	McAn	68	19	39
Hal	65	27	43	Neig	65	19	42
Step	64	21	33	Dob	63	29	41
Al	59	13	32	Youn	61	25	27
El	58	25	32	Trim	58	19	33
Mana	55	25	28	Sum	55	17	37
Mor	53	21	21	Bay	53	25	33
O'Le	53	27	45	McCa	53	19	37
Smi	51	17	26	Len	50	23	31
Hart	49	33	39	Heil	48	21	44
Hin	49	9	25	Man	48	16	29
McC	49	13	23	Tru	48	19	39
Arr	45	25	25	Dav	46	11	23
Sha	44	7	23	McM	46	19	31
Mar	43	17	29	Sim	46	17	35
Simr	43	11	43	Hut	43	13	25
Cowa	36	15	21	Wri	36	19	35
Dir	35	29	31	Cro	32	15	39

Using McCall's formula, we arrive at the following:  
SUMMARY OF CALCULATIONS:

EF-1	EF-2	D	SDD	EC
10.72	15.28	4.56	2.27	.72

These figures show that the fourth hour class in Psychology 4 did better than the first hour class by an average of 4.56 points.

Two classes in Psychology 5, one meeting during the September term and the other meeting during the May



term, 1926, were equated on the basis of the students' Otis scores. Both classes were taught by as nearly identical methods as possible, using the same text, outlines, etc., and being given the same initial and final tests. The same teacher taught both classes.

*Psychology 5—Sept. 1926      Psychology 5—May 1926*  
*R. E. CRUMP, Teacher*

Student	O.S.	IT	FT	Student	O.S.	IT	FT
San	66	15	10	Tur	67	31	22
Bry	64	17	20	Col	64	37	38
Jam	63	23	40	Moo	62	27	46
Pry	60	19	34	Pow	61	31	35
Sav	59	15	42	McF	60	29	49
Le	59	23	38	Wes	59	19	30
Gra	58	31	36	Pry	58	15	36
Hol	56	31	34	Rai	57	24	40
Hod	55	21	21	Swi	57	17	44
Al	54	17	28	Bas	55	37	42
New	52	25	30	Kit	52	25	28
Tic	52	17	24	Gla	49	21	44
Ken	47	23	40	Rog	46	23	37
Edw	46	9	36	Con	45	19	25
Bon	46	19	46	Ben	45	22	32
Ter	45	27	30	Har	44	27	36
Bac	44	27	20	Jor	44	25	31
Sto	43	9	23	Pic	44	23	28
Jam	43	27	20	Bon	43	21	40
Gib	42	19	30	Wor	42	17	36
Mye	39	27	34	Bol	39	12	18
For	38	27	32	Kin	39	23	27
Hay	30	10	40	Con	29	19	16

Using McCall's formula we arrive at the following  
 SUMMARY OF CALCULATIONS:

EF-1	EF-2	D	SDD	EC
10.	9.83	— .17	2.87	.021

These figures show that the September 1926 class in Psychology 5 did on an average .17 points better than the May 1926 class.

Prof. E. M. Haggard, head of the Modern Languages Department of Southeastern State Teachers College, has cooperated in the experimental work by giving his classes the intelligence tests, initial and final tests, and has supplied data for the following comparison:

<i>Spanish 1a—Residence</i>				<i>Spanish 1a—Extension</i>			
Student	O.S.	IT	FT	Student	O.S.	IT	FT
Co M	64	95	95	Tro	64	90	90

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Co. Ma	60	93	88	Cli	63	80	92
Par	56	95	95	McL	56	85	95
Rol	56	95	95	Re	53	90	95
Gla	53	85	85	Wil	53	90	88
Sm	51	85	85	Bil	50	80	93
Ste	48	85	85	McL	49	80	88
Bon	47	85	85	Tra	49	85	90
Mit	43	80	60	Can	40	75	85
Sho	38	78	87	Joh	40	78	88
Hal	35	78	80	Undh	34	75	80
Undw	33	85	85	Wri	33	78	83

Using McCall's formula we arrive at the following:

## SUMMARY OF CALCULATIONS:

EF-1	EF-2	D	SDD	EC
-1.17	6.75	7.92	2.19	1.3

These figures show that the extension class did on the average 7.92 points better than the residence class.

Professor Haggard comments on this to the effect that the extension class was a much smaller class and that they were more earnest students than the residence class.

It will be noted that the percentage system of grading was used by Professor Haggard. However, as he gave identical tests to the two classes and graded all the papers himself very carefully, the accuracy of the grades may be assumed.

Mr. Fixley of the Education Department of South-eastern has supplied data for the following comparison. Mr. Fixley reports on the two successive classes in Psychology 1, one in March term and one in the May term, 1926. Both classes were given the Otis tests and identical achievement tests.

### *Psychology 1—March 1926*

Student	O.C.	IT	FT
He	60	72	83
Ra	60	52	86
Pry	54	48	66
Grif	54	68	86
Al	51	56	79
Step	51	40	80
Mor	51	56	73
Chap	50	64	88
Graf	48	36	71
Cot	47	56	75
Lad	45	24	60
Con	44	48	62
Wil	44	36	54

### *Psychology 1—May 1926..*

Student	O.S	IT	FT
Fau	58	80	85
Sex	57	64	65
Col	55	56	77
Rig	54	68	74
Yar	52	36	72
Ben	52	60	71
Bay	52	53	80
Tyr	50	72	74
Wil	48	60	80
Arm	46	44	81
Coop	45	32	58
Lan	45	32	58
Mur	45	40	64

Nob	43	80	86	Hun	42	40	66
Gib	42	64	83	Tho D	42	68	86
Ev	42	48	83	Tho B	42	48	47
Ern	40	32	79	Bach	40	61	78
Lei	38	60	80	Cob	40	48	72
Hag	38	32	83	Mar	40	52	43
Dam	37	40	64	Poo	40	60	60
Bry	37	36	75	Coo	36	84	88
Hul	35	52	77	Mit	36	60	58
Bol	35	40	62	Ski	36	44	69
Bola	34	20	58	Lew	35	32	72
Dem	28	24	71	Cal	34	24	88
				Por	28	16	80

Using McCall's formula we secure the following

#### SUMMARY OF CALCULATIONS:

EF-1	EF-2	D	SDD	EC
26.92	19.27	—7.65	4.27	.64

These figures show that the March class did better than the May class by an average of 7.65 points.

#### CORRELATIONS

The following correlations have been worked out in connection with the results obtained from the experimental classes in correspondence, residence, and class-extension work:

1. Correlation between the number of hours spent on preparation of correspondence lessons in Psychology 2 and final examination scores:

r equals .0314

2. Correlation between O. S.'s of students and initial tests in Psychology 2:

Group A: r equals .1256

Group B: r equals .1047

Group C: r equals .4973

3. Correlations between the initial tests of students and their final examination scores in Psychology 2:

Group A: r equals .2507

Group B: r equals .0509

Group C: r equals .1256

4. Correlations between the O. S.'s of students and their final examination scores in Psychology 2:

Group A: r equals .3645

Group B: r equals .4056

Group C: r equals .2403

The Spearman rank--order method of computing correlations was used.

### CONCLUSIONS

1. There is but slight positive correlation between the reported amount of time spent in preparation of correspondence lessons and the scores made on final examination.

2. The highest positive correlations are found between the Otis scores of students and their final examination scores. We may conclude that in this particular type of experiment it is best to equate the groups on the basis of the students' Otis scores rather than on any other basis considered here.

### *RESUME OF EXPERIMENTAL FINDINGS:*

For convenience in checking up on the summary and conclusions a summary of the results for all the experimental classes is given below.

From the classes especially arranged and tested and composed of college students in residence but doing the work by correspondence, class-extension and residence methods:

1. Correspondence excelled class-extension by 7.9 points.

2. Correspondence excelled residence by 5.1 points

3. Residence excelled class-extension by 1.8 points

When the correspondence and residence students were increased in number from seven to twenty, including same students as above with additions, then,

4. Residence excelled correspondence by 2.4 points

(See discussion of this point in Summary and Conclusions)

From the English Composition classes, Mrs. Gates:

5. Residence excelled correspondence by 5.12 points.

From Spanish 1a classes by Mr. Haggard:

6. Class-Extension excelled residence by 7.92 points.

From the control groups consisting of classes taught by same instructor, using same texts, outlines, etc., the purpose of which was to show the possible variations from hour to hour or term to term occurring in classes taking the same subject at different hours or during different terms under same instructor, we find:

### VARIATIONS

1. Psychology 2 vs. Psychology 2

First and fourth hours (Crump) 3.65 points

2. Psychology 1 vs. Psychology 1

	March and May terms (Fixley)	7.65 points
3.	Psychology 5 vs. Psychology 5	
	May and September terms (Crump)	.17 points
4.	Psychology 4 vs. Psychology 4	
	First and fourth hours (Crump)	4.56 points
5.	Psychology 4 vs. Psychology 4	
	September and January terms (Crump)	.67 points
6.	Psychology 2 vs. Psychology 2	
	September and March terms (Crump)	2.89 points
7.	Psychology 2 vs. Psychology 2	
	March and May terms (Fixley)	22.7 points

### SUMMARY OF CONCLUSIONS

1. When seven members of the correspondence group were equated with seven members of the residence group, it was found that the correspondence group excelled the residence group by an average of 5.1 points. But when the two groups were increased to twenty and a comparison again made, it was found that the residence group surpassed the correspondence group by an average of 2.4 points. Thus increasing the number of students compared to twenty had the effect of bringing the residence group from behind 5.1 points to a lead of 2.4 points—a gain of 7.5 points.

It is highly probable that increasing the number of students increases the heterogeneity of the group and gives a better sampling. The measures of reliability indicate a small increase.

It is also probable that a similar increase in the number of students compared as to class-extension and residence and class-extension and correspondence might produce similar results as in the case of increasing the residence and correspondence students. This indicates the advisability of having larger groups with which to experiment.

2. In the case of the college experimental group, both residence and correspondence excelled class-extension work, but in Mr. Haggard's experiment class-extension excelled residence work by an amount equal to that by which correspondence had excelled class-extension work in the college group. Mr. Haggard thinks that the



difference in the size of the residence and class-extension classes coupled with a more earnest attitude on the part of the class-extension class explain the superior results secured from the class-extension work.

3. Disregarding Mr. Fixley's Psychology 2 class in which the variation was 22.7 points, there remains a variation ranging from .17 to 7.65 points in the control groups. The variation in the experimental groups proper ranges from 1.8 points to 7.92. It will be seen, therefore, that there is about as much variation in results secured from two residence classes meeting at different hours in the day or at different terms as there is variation between a residence class and a correspondence or class-extension class.

4. Granting that our tests have actually measured the achievements of the various classes and that any variables that have not been discounted or eliminated are only such as are typical of similar classes, we may conclude that the evidence at hand justifies us in placing these three methods of instruction on a basis of equality.

5. Sometimes one method, sometimes another, excels. This variation is probably explainable on the basis of the relative size of the classes, the relative maturity of the students, and above all on the attitude of the students toward the work and the amount of effort expended.

6. There is but slight positive correlation between the reported amount of time spent in preparation of correspondence lessons and the scores made on final examination.

7. The highest positive correlations are found between the Otis scores of students and their final examination scores. We may conclude that in this particular type of experiment it is best to equate the groups on the basis of the students' Otis scores rather than on the initial scores.

### ***The Experimental Results Briefly Told:***

1. Groups should be equated on the basis of the students' Otis scores.

2. Experimental groups should be as large as practicable.

3. The amount of time spent in preparation of a correspondence lesson has but slight positive correlation with the scores made on final examination.

4. We secured rather conflicting results in some cases as shown by the following instances cited in the resume of experimental findings:

Class-extension excelled residence by 7.92 points

Residence excelled correspondence by 2.4 points

Correspondence excelled class-ext. by 7.9 points

5. Practically as much variation was found occurring in the residence classes, meeting the same instructor in the same subject but at different terms, as was found between groups taught by different methods, as class-extension and residence.

6. The conclusion is drawn that class-extension and correspondence work is on a par with residence work in so far as factual knowledge is concerned.

### *Discussion of the Experimental Results:*

The basis of most of the conclusions given above has already been set forth in the text. The experimental groups should be as large as practicable for the reason that not every student in one group can be matched by an equivalent student in the other group. Again, as a rule, increasing the number of students considered increases the heterogeneity of the group and thereby increases the validity of the results. If the groups are very small, the results will probably not be reliable.

The conclusions drawn up above should be considered as tentative. I believe that much further experimentation of a similar nature needs to be done before we can be positive that the results are absolutely right. Since the basis for the conclusions are given along with the measures of reliability, the reader may judge for himself the degree of validity the conclusions should have.

### *Need for Further Experimentation:*

I believe that the chief value of this experimental investigation is in indicating a method by which further experimentation may be done. The experiments should be conducted by competent individuals who will make every effort to maintain proper experimental conditions. The number of comparisons made should be numerous and as I have found this type of study to be quite expen-

sive, I think the investigation on an extensive scale should be undertaken by some such organization as the Carnegie Foundation or The Society for the Study of Adult Education. Individuals in widely separated areas could be selected by the organization fostering the undertaking. These individuals would be selected on a basis of merit and they would doubtless be willing to do the work for the sake of science, if the expenses are paid, or they might even be paid a salary for their work. The extensive and comprehensive investigation held in mind and suggested here would be entirely beyond the means and the ability of any one person.



## PART III—APPENDICES

- A. Plans and Instructions used in the Co-Operative Experiment.
- B. Some Administrative Phases of Correspondence Work in Oklahoma Teachers Colleges.
- C. Tables on Correspondence Work in the Six State Teachers Colleges of Oklahoma.
- E. Tables on the Correspondence Work Conducted by Oklahoma University and the A. & M. College.
- F. Tables on the Enrolments in Class-Extension Work in Oklahoma University.

NOTE: The materials appearing in the appendices following were gathered in the course of the experimental and historical investigation reported in the preceding pages. The records of the institutions did not show total enrolments by the year, by sex, etc., and the writer had recourse to the card-index files and transcribed the information from the cards. This involved a rather staggering amount of work and while the tabulations are not particularly needed so far as this thesis is concerned, i. e., are not particularly necessary to the understanding of the thesis, yet it was thought worth while to preserve them in the form of appendices to the thesis. They are, therefore, given herewith in the hope that they may prove of value to other students for comparative purposes or to further the work of some other investigators in this field.



## APPENDIX "A"

### PLANS AND INSTRUCTIONS USED IN THE CO-OPERATIVE EXPERIMENT

## PLAN FOR CO-OPERATIVE INVESTIGATION

A letter was sent out to a number of instructors explaining the details of the plan for making a co-operative investigation. A group of suggestions to instructors was assembled. These are given herewith as a possible help to other investigators.

SUGGESTIONS TO INSTRUCTORS CO-OPERATING  
IN EXPERIMENTAL WORK:

It is desirable that each instructor have two equivalent groups of students—one group pursuing a subject by the class-extension method, the other taking the same subject in residence. In actual practice we shall have to take the groups as we find them and equate them after all the results are in. For example, let us suppose the group of twenty-five students taking History 7 in residence, another group of 15 students taking History 7 by class-extension. We cannot eliminate students from the groups arbitrarily. We will teach the subject, give the tests to all, and select for our study the members of one group who can be paired with equivalent members of the other group.

McCall in his "How to Measure in Education" lists the ideal conditions aimed at in the equivalent groups experiment:

"1. Two groups of pupils which are absolutely equivalent as shown by absolutely and adequate initial measurements. The two groups must be more than equivalent as to averages. Every pupil in one group must be paired by an equivalent pupil in the other group. Increasing the size of the group will usually aid in securing equivalence. While in theory the initial measurements should be absolutely thorough, in practice they are seldom more than an accurate and adequate measurement of those abilities which the methods or materials or whatever is being contrasted are expected to alter.

"2. Except for the experimental factors the maintenance of absolutely identical conditions for the two groups for the entire period of the experiment. If the purpose of the experiment is to decide which of two methods of teaching silent reading is the more effective, the conditions surrounding each group are kept identical except

that Group A is taught silent reading by Method A and Group B is taught by Method B.

"3. The maintenance of each experimental factor at exactly the desired intensity.

"4. An absolutely accurate and adequate measurement of the final ability of each group of pupils.

"5. A thoroughly just evaluation of the total worth of all changes occurring in Group A as compared with Group B.

"6. A final conclusion which is formulated in the light of the type of pupils used as subjects, and the intensity of each experimental factor.

"7. A statement of the statistical reliability of the conclusion, if there is the least suspicion that the ideal requirements have not perfectly obtained. In actual practice this, of course, means that the statistical reliability of the conclusions should always be stated."

It may be well to bear in mind that the above statement is of the "ideal" conditions. Until our instruments of measurement become much more refined and accurate than at present we can hardly hope to reach the "absolute." We desire, however, to approximate the ideal as closely as possible.

## ON CONSTRUCTING AND ADMINISTERING TESTS:

### *a. The Initial Tests:*

It is necessary at the beginning of the course which is to be used in the experiment to give an initial subject-matter test. This test will be designed to determine as far as practicable the present status of the student in the subject to be studied or his status in subject-matter preliminary to the present course. For example, if the present course is second-year algebra, a test will be given the students on first year algebra. The test should cover the most important phases of first-year algebra. It should include problems so easy that all can make some kind of score other than zero, and problems so difficult that even the best student can not do them all. The problems in between should range from the very easy to the very difficult. If we were seeking to standardize the test, we would try to have this progression by equal steps in point of difficulty. In the present experiment, a rough approximation will do. It is essential that the tests be so con-

structed that the scoring will not be influenced by the bias or subjective judgment of the scorer. The tests should also be thorough enough to be a real measure of student ability.

### ***b. Succeeding Tests and Final Examinations:***

The instructor may give as many tests as he chooses, but there should be at least a mid-term and a final examination. Some instructors give tests at three-week intervals. These tests together with the initial test will thus give us four sets of scores. This will be very satisfactory. In order that a certain amount of uniformity of practice may prevail, it is suggested that the instructors read thoughtfully the following rules taken from Brinkley's "Values of New Type Examinations in the High School."

### **GENERAL RULES:**

"1. Determine what may be rightfully expected in the way of achievement in the course—the outcomes that have been worked for—and construct the test to measure this. If the teaching has emphasized memory of a body of facts, the examination should be made up largely of fact questions. If the teaching has emphasized important movements and broad relationships, the examination should not stress minor details.

"2. The examination should be comprehensive, covering the entire field (course, chapter, section, etc.) on which pupils are to be tested.

"3. Distribute the questions over the different topics or parts of the field in proportion to the relative importance of each topic or part. Mere chance or the ease with which questions can be made on a given topic should not determine the number of questions allotted to a topic.

"4. The questions should involve important facts, principles, relationships, etc., rather than trivial or unimportant items.

"5. The following procedure will help in accomplishing the standards given above: (1) Go over the entire field on which the pupils are to be tested (the syllabus or outline of the course, etc.), and note the items important enough to be included in the test. (2) Based on the time that can be given to the test and the type of test that is to be employed (true-false, etc.) determine the number of questions to be included. (3) On the basis of relative importance of the topics, assign the proportional number of items listed under each major topic in step (1) above, and

eliminate or add to that number as required. (5) Check the final list to determine whether or not any important item has been overlooked. (6) Formulate the questions covering the items selected.

"6. Do not be afraid of making the examinations too long. (1) If each student is given a mimeographed copy of the examination, a test of 30 true-false items calling for facts with which the pupil is supposed to be familiar will take only 5 or 10 minutes; if the items call for reflective thinking, a longer time will be necessary of course depending on the amount and complexity of the reflective thinking required. Ordinarily 15 to 20 minutes will be quite sufficient. (2) If questions are read, pupils writing only their answers, a test of the first type mentioned above can be completed in 10 to 20 minutes, and of the second type in 30 minutes. (3) Thirty true-false questions should be regarded as a minimum number to use for a test.

"7. Make the explanatory 'directions for the pupil' as brief as is consistent with clearness.

"8. If a test cannot be mimeographed, it may be given by reading each item slowly and distinctly, pausing long enough for the pupils to record their answers. The number of the question and his answer is all that the pupil should write in this case.

"CAUTIONS: (1) Read each question twice only and make no explanations.

(2) Be careful not to indicate by tone or gesture the correct answer.

#### ON THE FORMULATION OF THE QUESTIONS:

"1. Questions should be stated in as simple and direct form as possible. They should not present verbal or linguistic difficulties to the pupils.

(a) Avoid awkward sentence structure.

(b) Avoid unusual and difficult words.

(c) Avoid the addition of explanatory statements to questions or assertions already completed. If care is taken in framing the question in the first place, this will not be necessary.

"2. In general, avoid questions which are 'tricky'. Such questions probably test mental alertness rather than achievement in the course.

"3. Questions should be definite and so stated that all pupils will interpret them alike. If a question may legitimately mean more than one thing, it may well admit of more than one correct answer.

"4. Questions should measure the achievement in the



course on which they are based and not general knowledge or ability. The answers should not be obvious to a pupil who has not taken the course.

"5. The answer to one question of a test should not be given or strongly suggested in another question of the same test. This will in general be avoided if the questions are read over carefully as a whole after the work of constructing the test has been completed.

"6. The answer to one question should not be dependent on knowledge of the answer to another.

#### ON TRUE-FALSE TESTS:

"1. Roughly half the questions (statements) of the test should be true and half false. When constructing the questions write each in the form that seems most natural at the time. Later change as many as necessary to prevent a preponderance of either true or false statements.

"2. There should be no regularity in the order of true and false statements in the test.

"3. Avoid the practice of copying sentences from the text-book as this places a premium on verbal memory."

#### ON SCORING TESTS:

Prepare a "key" containing the correct answers. Have students exchange papers. Read slowly the correct answers. Have the students mark with a cross, X, those that are wrong and draw a line,——, before those omitted. Score equals number right minus number wrong. Omissions are ignored.

#### ON THE USE OF SCORES:

The scores secured on the true-false test enable the teacher to rank his pupils in order from best to poorest. Marks are then given on the basis of a standard distribution or any other distribution that appeals to the teacher. For our purposes test scores rather than final grades given to the student by the teacher should be carefully preserved.

## APPENDIX "B"

### SOME ADMINISTRATIVE PHASES OF CORRESPONDENCE WORK IN OKLA- HOMA TEACHERS COLLEGES

## CORRESPONDENCE WORK—TEACHERS COLLEGES

*Organization of the Department:*

The correspondence and class-extension work are both conducted by the Extension Department. Usually there is a full-time Director of Extension assisted by one or more students of the institution. These students take care of the detail work of receiving applications, forwarding course outlines, recording grades, etc. This leaves the Director free to meet the prospective students of his department, to visit neighboring towns where work is in process of being started, and, in general, attending to the administration of his department. In one case the director of extension is also the Rural Education man. These two jobs seem to go well together. On his visits to the rural schools the director can organize classes for his department. In such a case it would seem that the Director should be supplied with an Assistant Director to leave in charge of the office in his absence.

*The Keeping of the Records:*

One of the most important phases of the work of the Director of Extension is that of keeping the records of his department. With one exception, the teachers colleges have adopted a more or less up-to-date card-index filing system. A separate card is used for each student. As many as three subjects and records for same can be entered on this card. The date of enrollment, the date of sending out the first set of questions, date of return of first and succeeding papers to the office, date of mailing back to the student, grade, name of instructor grading the papers, etc., are shown on this card. At the bottom of the card are spaces for the final examination grade, general average, date of taking the examination, etc. As each paper is received in the office from the instructor, the grade is entered on this card.

When the instructor grades the final examination paper, he makes out a "credit slip" in duplicate. One copy is sent to the student and the other, after entry is made on the permanent record-card, is sent to the registrar's office. Just here is a weakness in some of the schools.

There is need of better liaison between the office of the Director of Extension and the Registrar's office. It frequently happens that a student finishes his course, takes his examination, and the grade is recorded (or supposed to be) in the Director's office. A year or so later the instructor will be called upon to look up his records and determine the final grade of the student. It is discovered that there is no record of the work in the Registrar's office. A slip-up has occurred somewhere in the line. The credit-slip has either not reached the Registrar's office or has been misplaced there before entry is made on the student's permanent record card.

This difficulty can be overcome very largely by having the Director of Extension make a monthly or quarterly report to the Registrar of all courses completed during the month or quarter. This report will contain the name of the student, subject taken, and final grade and credit hours earned. The registrar can then check this report against his records and detect any omissions made on the final-record card. Some of the colleges do this already. Some such system should be adopted by all the colleges.

### *Supplying Books to Students:*

One of the greatest handicaps to correspondence work is the lack of library facilities. Several books are usually needed for each course. To purchase these books outright is quite expensive. To meet the need for books Central at Edmond conducted a book exchange, permitting students to deposit books to be sold to other students as second-hand and charging 15% handling charge. This has now been discontinued. Southeastern at Durant rents books to correspondence students. The student deposits the cost of the book plus carrying charges. At the end of the course when the books are returned in good condition the cost price less 20% is returned to the student. This plan seems to work well.

## REGULATIONS GOVERNING CORRESPONDENCE WORK IN OKLAHOMA STATE TEACHERS COLLEGES

1. Students may enroll in correspondence work at

any time.

2. A student will not be allowed to do correspondence work while enrolled as a resident student.

3. A student will not be permitted to enroll for more than two courses at one time.

4. A college student will not be allowed to do more than twelve hours of extra-mural work during one school year.

5. A high-school student will not be allowed to do more than one and one-half units of work in one school year.

6. A correspondence course cannot be completed in less than four weeks from date of enrollment, and must be completed within twelve months from date of registration.

7. Each course corresponds to a similar course in residence; therefore, commands credit unless otherwise stated.

8. The fee is eight dollars (\$8.00) for each two hour college course, and twelve dollars (\$12.00) for each one-half unit of high school work.

9. No fee is refunded because a student cannot begin or carry on a course for which he has enrolled.

10. Students will not be admitted to correspondence work when enrolled in some other school without the written consent of that school system.

11. Most of the work required for admission to the college department may be taken by correspondence. Not more than one-fourth of the work for a certificate may be taken by correspondence.

12. We reserve the right to accept or reject any correspondence work done in another institution.

13. The last term of work for graduation in the Life Certificate course (two-year course) or toward the degree must be spent in residence.

14. No entrance examination is required for admission to the Correspondence Department. The entrance requirements for any course are the same as the entrance requirements for the same course at the college proper.

15. Students whose time has expired will be permitted to re-enrol at any time within six months from date of expiration of their time. The re-enrollment fee is four dollars (\$4.00) for each college course and six dollars (\$6.00) for each high school course. This will give an extension of six months from date of re-enrollment in which to complete the course. Private arrangements with the instructors for extension of time cannot be recognized by the department.

16. Final examinations must be passed by the student



taking work through correspondence. This final examination will be given on the campus of the institution or under the direction of some superintendent or principal designated by the college.

17. No student who is regularly enrolled and in regular attendance in any institution of higher learning in Oklahoma is permitted to take work through the Extension Department.

18. In giving instruction through correspondence it is the duty of the institution offering the work to ascertain whether or not the student applying for the work is carrying extension work through any other institution, and if so, it is the duty of the institution to reject the application.

## INSTRUCTIONS FOR WRITING AND MAILING LESSONS

(Central at Edmond)

1. Put your name, the full name of your course and lesson number on the first sheet on each lesson.
2. Begin each lesson on a new sheet of paper.
3. Use a good grade of paper and prepare lessons with pen and ink or on the typewriter. Write only on one side and leave a margin one and one-half inches on the left for corrections.
4. Copy the question before you attempt to answer it. This will insure that you understand what you are to do.
5. Make your answers definite, specific and complete.
6. Answer the questions in their regular order and send the lessons in their regular order.
7. Fasten the pages of each lesson together and fold each lesson separately. Put your name and the name of the course on the outside of the folded lesson.
8. Do not copy the language of the text. Read the assignments until you master the subject matter, then close the texts and answer the questions in your own words.
9. Send your lessons in regularly. The best work can be accomplished by having certain periods for this study.
10. Do not send more than five lessons at one time to be graded. You may be studying on the assignments for the next five while these are being graded and returned.
11. Send all work by first class mail.
12. Be sure to have your return on the envelope before

mailing. Many lessons are delayed and even lost by not having this.

13. Always enclose large, self-addressed, stamped envelopes with enough postage for the return of lessons when graded. You should enclose as much postage for return as it requires to bring the lessons to this office. Send the postage with each group of lessons.
14. No course can be completed in less than one month from date of enrollment. You are allowed one year in case you need that much time.
15. You are required to take a final examination in each course. It can be taken under the supervision of your city or county superintendent. Do not send request for examination at the close of your lessons, but send in a separate envelope to this office and it will receive more prompt attention.
16. All courses must be completed within a year from time of enrollment exclusive of any time spent in residence in Central.
17. Send all lessons and communications to: Director of Correspondence, Central State Teachers College, Edmond, Oklahoma.

## APPENDIX "C"

### TABLES ON CORRESPONDENCE WORK IN THE SIX STATE TEACHERS COLLEGES OF OKLAHOMA

1. Distribution of 1,177 enrollments according to subjects; East Central at Ada.
2. Distribution of 2,028 correspondence course enrollments according to subjects—Northwestern at Alva.
3. Distribution of 4,282 correspondence course enrollments according to subjects—Northeastern at Tahlequah.
4. Distribution of 6,577 correspondence course enrollment courses according to subjects—Southeastern at Durant.
5. Distribution of 5,431 correspondence course enrollments according to subjects—Central at Edmond.
6. Distribution of 3,146 correspondence course enrollments according to subjects—Southwestern at Weatherford.
7. Comparative table of distributions of correspondence enrollments in the six state teachers colleges of Oklahoma.
9. Summary of correspondence course enrollments by years in Oklahoma's six state teachers colleges.
10. Table showing number of completed correspondence courses in Oklahoma's six state teachers colleges.

### CORRESPONDENCE WORK—EAST CENTRAL— ADA, OKLAHOMA.

Distribution of 1,177 correspondence enrollments according to subjects or department. Rank order:

English .....	315
History .....	208
Agriculture .....	189
Psychology .....	120
Education .....	119
Mathematics .....	99
Home Economics .....	47
Modern Languages:	
Spanish .....	33
French .....	1
Total .....	34
Government .....	20
Hygiene .....	14
Latin .....	12
<hr/>	
Total .....	1,177

### CORRESPONDENCE WORK—NORTHWESTERN ALVA, OKLAHOMA.

Distribution of 2,028 correspondence course enrollments according to subjects or departments. Rank order:

History .....	664
Home Economics .....	291
Psychology .....	240
English .....	231
Mathematics .....	195
Education .....	175
Penmanship .....	66
Physical Geog. ....	60
Hygiene .....	54
Agriculture .....	52
<hr/>	
Total .....	2,028

### CORRESPONDENCE WORK—NORTHEASTERN TAHLEQUAH, OKLAHOMA

Distribution of 4,282 correspondence course enrollments according to subjects or departments. Rank order.

History .....	1,001	Modern Languages:	
English .....	818	Spanish .....	116
Education .....	664	French .....	6
Psychology .....	512	German .....	1 123
Agriculture .....	427	Penmanship .....	54
Mathematics .....	296	Economics .....	51

## EXTENSION WORK IN OKLAHOMA

Phys. and Hygiene ..	204	Phys. Geography .....	51
		Commercial Geog. ....	51
		Latin .....	30
			<hr/>
Total .....			4,282

CORRESPONDENCE WORK—SOUTHEASTERN  
DURANT, OKLAHOMA

Distribution of 6,577 enrollments in correspondence courses according to subjects or departments. Rank order.

Chemistry:		Economics .....	153
Chemistry 9 & 10..	819	Penmanship .....	144
Chemistry 7 & 8..	476	Home Economics .....	153
English .....	960	Government .....	120
Education .....	838	Applied Art .....	115
History .....	837	Okla. Hist & Civ. ....	97
Psychology .....	678	Spanish .....	67
Agriculture .....	532	Hygiene .....	53
Mathematics .....	519	Manual Training .....	16
			<hr/>
Total .....			6,577

CORRESPONDENCE WORK—CENTRAL  
EDMOND, OKLAHOMA

Distribution of 5,431 correspondence course enrollments according to subjects or departments. Rank order.

Education .....	915	Physical Geography ....	78
History .....	854	Botany .....	58
English .....	789	Government .....	55
Phys. & Hygiene .....	554	Modern Languages:	
Mathematics .....	535	Spanish .....	51
Home Economics .....	371	French .....	3...54
Agriculture .....	356	General Science .....	39
Psychology .....	327	Bionomics .....	32
Penmanship .....	142	Spelling .....	31
Commercial Geog. ....	120	Zoology .....	19
Economics .....	102		
			<hr/>
Total .....			5,431

CORRESPONDENCE WORK—SOUTHWESTERN  
WEATHERFORD, OKLA.

Distribution of 3,146 correspondence course enrollments according to subjects or departments. Rank order.

History .....	808	Psychology .....	136
English .....	505	Penmanship .....	91
Education .....	402	Commercial Geog. ....	57
Agriculture .....	320	Physical Geography ..	45



Home Economics .....	197	Other Sciences:	
Phys. & Hygiene .....	189	Zoology .....	11
Mathematics .....	177	Geology .....	4
Modern Languages:		Botany .....	8
Spanish .....	163	Bionomics .....	14
French .....	3	Latin .....	15
German .....	1 167		
		Total .....	3,146

## CORRESPONDENCE WORK—TEACHERS COLLEGES

Comparative table of distributions of correspondence enrollments in the six state teachers colleges of Oklahoma.

	E-Central Ada	N-Western Alva	S-Eastern Durant	Central Edmond	N-East Tah. Wea'for	S-West'n
No. Enroll- ments In- cluded ----	1,177	2,028	6,549	5,431	4,245	3,147
English	315	231	960	789	818	505
History	208	664	837	854	1,001	808
Education	119	175	838	915	664	402
Psychology	120	240	678	327	512	136
Agriculture	189	52	532	356	427	320
Mathematics	99	195	519	535	296	177
Home Eco.	47	291	125	371	---	198
Mod. Languages	34	---	67	54	123	167
Government	20	---	120	55	---	---
Hygiene	14	54	53	554	204	189
Latin	12	---	---	---	14	15
Penmanship	---	66	144	142	54	91
Physical Geog.	---	60	---	78	51	45
Economics	---	---	153	102	51	---
Applied Art	---	---	115	---	---	---
Ok. Hst. & Civ.	---	---	97	---	---	---
Chemistry	---	---	1,295	---	---	---
Man. Training	---	---	16	---	---	---
Com. Geog.	---	---	---	120	30	57
Botany	---	---	---	58	---	8
Gen. Science	---	---	---	39	---	---
Spelling	---	---	---	31	---	---
Bionomics	---	---	---	32	---	14
Zoology	---	---	---	19	---	11
Geology	---	---	---	---	---	4
Totals	1,177	2,028	6,549	5,431	4,245	3,147

This table reads: Of 1,177 enrollments in correspondence courses in East Central at Ada, 315 were enrolled in English. Of 2,028 enrollments in correspondence cours-

es in Northwestern at Alva, 231 were enrolled in English, etc.

The fact that a given college is not shown to have enrollments in certain subjects does not necessarily mean that such subjects are not offered and that enrollments are not found therein. When the enrollments were very small they were not included in this tabulation.

NUMBER OF CORRESPONDENCE COURSES ENROLLED FOR BY YEARS IN OKLAHOMA'S  
SIX STATE TEACHERS COLLEGES

E. CENTRAL	Before	1919	1920	1921	1922	1923	1924	1925	1926	Totals
(Ada)	1919		(Finished (Unfinished (Totals		82 54 136	252 105 357	460 71 531	243 165 408	183 273 556	
N. WESTERN (Alva)			(Finished (Unfinished (Totals		157 149 306	273 206 479	276 140 416	239 98 337	279 167 446	1,984
S. EASTERN (Durant)	(Finished (Unfinished (Totals	69 246 315	228 286 514	483 362 845	696 355 1051	715 339 1054	626 367 993	446 458 904		5,676
Central (EDMOND)	(1912-18) 1663	29 8 37	153 127 280	182 172 354	196 326 522	525 349 874	769 320 1089	671 295 966	569 381 950	6,735
N. EASTERN (Tahlequah)	53 151 204	19 32 51	36 76 112	23 55 78	109 164 273	510 246 756	797 196 993	657 210 867	570 481 1051	4,385
S. WESTERN (Weatherford)				1 2 3	78 15 93	355 162 517	419 177 596	657 243 900	482 244 726	
GRAND TOTALS:	1,867	88	707	949	2,175	4,034	4,679	4,471	4,633	23,603

TABLE SHOWING NUMBER OF COMPLETED CORRESPONDENCE COURSES IN OKLAHOMA'S  
SIX STATE TEACHERS COLLEGES

Percentage of Completions shown under names of towns.

	Before	1919	1920	1921	1922	1923	1924	1925	1926	Totals
	<u>1919</u>									
E. CENTRAL (Ada) 52.2 %					9	176	408	281	164	1,038
N. WESTERN (Alva) 57.7 %					28	269	300	247	300	1,144
S. EASTERN (Durant) 51.6 %			13	89	358	605	775	597	686	3,123
CENTRAL (Edmond) 51.6 %	600		104	127	241	225	750	725	663	3,435
N. EASTERN (Tahlequah) 63.1 %	54	11	40	40	103	349	752	778	640	2,767
S. WESTERN (Weatherford) 62.2 %					25	227	431	604	538	1,825
TOTALS	<u>654</u>	<u>11</u>	<u>157</u>	<u>256</u>	<u>764</u>	<u>1,851</u>	<u>3,416</u>	<u>3,232</u>	<u>2,991</u>	<u>13,332</u>

## APPENDIX "D"

### TABLES ON CLASS-EXTENSION WORK IN THE SIX STATE TEACHERS COLLEGES OF OKLAHOMA

1. Table showing class-extension enrolments by subjects: Central at Edmond.
2. Table showing enrolments by years and by subjects: Northwestern at Alva
3. Table showing enrolments in class-extension by subjects: East Central at Ada.
4. Table showing enrolments by years and by subjects: Northeastern at Tahlequah.
5. Table showing enrolments by years and by subjects: Southeastern at Durant.
7. Summary of class-extension enrolments in the six state teachers colleges of Oklahoma.



## CLASS-EXTENSION WORK

*Central State Teachers College Edmond Okla.*

Subject	No. Classes	No. Women	No. Men	Total	Drop'd. or F'D
English	58	631	141	772	20
History	53	462	137	599	17
Education	40	384	80	464	13
Photography	12	293	75	368	3
Sociology	28	223	79	302	8
Physiology	15	181	66	247	2
Home Eco.	10	172	8	180	5
Tennis	5	138	33	171	4
Mathematics	16	102	52	154	2
Psychology	10	93	21	114	1
Physical Edu.	4	108	0	108	4
Government	9	75	22	97	6
Economics	7	64	23	87	3
French	14	45	9	54	4
Agriculture	5	37	11	48	0
Spanish	5	31	13	44	2
Zoology	4	32	12	44	0
Bionomics	3	32	4	36	0
Typewriting	2	17	2	19	1
Music	1	12	2	14	0
Printing	1	9	4	13	0
Physics	3	2	10	12	0
Carpentry	2	0	11	11	0
Com. Civics	1	5	5	10	0
Basketry	1	5	0	5	0
Mythology	1	3	1	4	2
Art	1	4	0	4	0
Bookkeeping	1	2	2	4	0
Totals	312	3,162	823	3,985	97

## CLASS-EXTENSION WORK

*Northwestern State Teachers College, Alva, Okla.*

Subject	Year	No. Classes	No. Women	No. Men	Total	Drop or F
Education	1922-23	1	40	14	54	0
History	1923-24	10	48	27	75	0
Education	1923-24	9	47	23	70	0
Home Eco.	1923-24	2	31	0	31	0
Agricul.	1923-24	3	22	3	25	0
Psychol.	1923-24	2	15	2	17	0
Hygiene	1923-24	2	12	5	17	0
English	1923-24	1	7	1	8	0
Totals		30	222	75	297	0
History	1924-25	15	103	43	146	2

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Education	1924-25	12	84	27	111	0
Hygiene	1924-25	7	51	16	67	0
Psychology	1924-25	8	47	13	60	0
English	1924-25	7	34	24	58	0
Agricul.	1924-25	5	22	16	38	0
Sociology	1924-25	4	21	12	33	0
Home Eco.	1924-25	5	27	1	28	0
Math.	1924-25	3	14	7	21	0
Penm'ship	1924-25	2	9	8	17	0
Biology	1924-25	1	6	1	7	0
Economics	1924-25	1	4	1	5	0
Totals 1924-25		70	422	169	591	2
History	1925-26	4	34	3	37	0
Psychol'gy	1925-26	3	24	6	30	0
English	1925-26	3	14	5	19	0
Botany	1925-26	1	8	1	9	0
Education	1925-26	1	6	1	7	0
Totals: 1925-26		12	86	16	102	0
Grand Total:		112	730	260	990	2

## CLASS-EXTENSION WORK

*East Central State Teachers College, Ada, Okla.*

Subject	No. Classes	No. Women	No. Men	Total	Drop'd. or F
History	133	751	373	1,124	11
Education	110	770	296	1,066	25
English	124	666	285	951	11
Psychology	50	250	100	350	7
Agriculture	34	191	128	319	6
Mathematics	45	186	111	297	5
Government	20	177	101	278	7
Hygiene	18	127	47	174	0
Economics	12	85	50	135	2
Chemistry	11	65	26	91	0
Spanish	13	61	30	91	3
Geology	2	34	32	66	6
Bionomics	2	40	17	57	0
Geography	5	30	22	52	0
Home Econom.	4	25	0	25	0
Latin	3	12	10	22	0
Physics	2	10	6	16	0
Music	1	6	0	6	0
Art	2	4	0	4	0
Bacteriology	1	3	1	4	0
Zoology	2	2	2	4	0

French	1	0	1	1	0
Library Science	1	1	0	1	0
Totals:	596	3,496	1,638	5,134	83

## CLASS-EXTENSION WORK

*Northeastern State Teachers College, Tahlequah, Okla.*

Subject	Year	No. Classes	No. Women	No. Men	Total	Drop. or F
Education	1921-22	21	133	34	167	17
Psychol.	1921-22	13	77	20	97	5
History	1921-22	9	42	2	44	2
Sociology	1921-22	4	33	6	39	0
English	1921-22	5	26	9	35	0
Gov't.	1921-22	4	19	4	23	2
Spanish	1921-22	1	5	0	5	2
Agriculture	1921-22	1	1	1	2	0

<b>Totals:</b>		58	336	76	412	28
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Education	1922-23	38	293	65	358	13
History	1922-23	29	166	63	229	6
Psychol.	1922-23	22	152	36	188	8
English	1922-23	13	79	22	101	3
Sociology	1922-23	8	42	16	58	1
Gov't.	1922-23	6	32	9	41	0
Agri.	1922-23	3	23	6	29	0
Hygiene	1922-23	3	16	4	20	0
Art	1922-23	1	9	3	12	0
Economics	1922-23	1	7	3	10	0
Math.	1922-23	1	4	3	7	0
Physics	1922-23	1	3	0	3	0

<b>Totals</b>		126	826	230	1,056	31
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English	1923-24	28	218	73	291	21
Education	1923-24	24	181	53	234	17
History	1923-24	21	140	63	203	9
Psychol.	1923-24	9	76	31	107	15
Art	1923-24	3	56	0	56	3
Gov't.	1923-24	6	32	11	43	1
Agri.	1923-24	5	32	12	44	1
Music Ap.	1923-24	1	22	1	23	5
Spanish	1923-24	4	13	8	21	0
Sociology	1923-24	1	14	2	16	3
Home Eco.	1923-24	1	11	0	11	0
Hygiene	1923-24	1	7	3	10	0
Astronomy	1923-24	1	6	2	8	0
Math.	1923-24	2	2	4	6	0

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Com. Geog. 1923-24	1	5	0	5	1
Mythology 1923-24	1	7	2	9	3
Totals	109	822	265	1,087	79

Subject	Year	No. Classes	No. Women	No. Men	Total	Drop. or F
English	1924-24	28	171	69	240	6
History	1924-25	19	122	44	166	7
Education	1924-25	14	101	35	136	9
Hygiene	1924-25	10	77	33	110	0
Psychol.	1924-25	6	41	25	66	2
Sociology	1924-25	4	22	21	43	0
Gov't.	1924-25	4	31	5	36	0
Economics	1924-25	4	21	11	32	0
School Law	1924-25	3	17	7	24	0
Spanish	1924-25	4	15	5	20	1
Math.	1924-25	3	10	4	14	0
Agri.	1924-25	1	4	9	13	0
Art	1924-25	1	12	0	12	0
Mythology	1924-25	1	5	3	8	2
Totals:		102	649	271	920	27

English	1925-26	14	85	27	112	6
History	1925-26	14	84	27	111	4
Sociology	1925-26	7	50	24	74	0
Math.(Col.)	1925-26	3	5	22	27	0
School Law	1925-26	1	25	1	26	0
Psychol.	1925-26	3	7	18	25	0
Education	1925-26	3	0	23	23	3
Bionomics	1925-26	2	17	4	21	1
Tests, Mea.	1925-26	2	3	12	15	0
Math.(HS)	1925-26	3	3	12	15	0
Gov't.	1925-26	2	8	6	14	0
Prac. Tchg.	1925-26	2	4	9	13	0
Penm'ship	1925-26	1	10	2	12	0
Astronomy	1925-26	1	11	0	11	1
Mythology	1925-26	1	7	2	9	0
Agri.	1925-26	1	5	0	5	0
Totals:		60	324	189	513	15

Grand Totals:	455	2,957	1,031	3,988	177
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## CLASS-EXTENSION WORK

*Southwestern State Teachers College, Weatherford, Okla.*

Subject	No. Classes	No. Women	No. Men	Total	Dropped or F'D
History	85	553	246	799	36

Education	39	286	106	392	10
Psychology	40	260	109	369	49
English	44	236	102	338	19
Sociology	24	178	73	251	10
Physical Hyg.	19	120	56	176	9
Agriculture	15	111	59	170	4
Government	17	105	53	158	7
Economics	4	42	12	54	0
Botany	3	35	8	43	5
Mathematics	6	23	7	30	3
Geology	1	10	5	15	0
Bookkeeping	1	10	2	12	0
Bionomics	1	7	1	8	0
Mech. Draw'g.	1	0	4	4	0
Com. Geog.	1	0	3	3	0
Music (Pub. Sc.)	1	3	0	3	0
Art	1	2	1	3	0
Spanish	1	2	0	2	0
Totals	304	1,983	847	2,830	152

## CLASS-EXTENSION WORK

*Southeastern State Teachers College, Durant, Okla.*

Subject	Year	No. Classes	Total No. Students	Dropped or F.
School Law	1921-22	2	20	0
History	1921-22	2	16	0
Education	1921-22	1	10	0
Sociology	1921-22	1	6	0
Totals		6	52	0
History	1922-23	40	397	0
English	1922-23	19	152	7
Education	1922-23	14	126	5
Economics	1922-23	7	58	0
Psychology	1922-23	7	47	1
School Law	1922-23	3	29	0
Government	1922-23	3	21	1
Sociology	1922-23	2	12	0
Chemistry	1922-23	3	9	0
Botany	1922-23	1	2	0
Bible	1922-23	1	1	0
Totals:		100	854	14
History	1923-24	36	325	0
English	1923-24	17	112	2
Economics	1923-24	12	100	3
Education	1923-24	10	81	0



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Mathematics	1923-24	4	46	0
Chemistry	1923-24	6	32	1
Psychology	1923-24	6	29	2
Sociology	1923-24	4	16	0
Spanish	1923-24	3	14	0
Agriculture	1923-24	1	7	0
Government	1923-24	1	6	0
Home Eco.	1923-24	3	5	0

Totals:	103	773	8
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History	1924-25	25	120	0
Economics	1924-25	7	112	1
English	1924-25	15	109	2
Sociology	1924-25	8	51	1
Mech. Draw.	1924-25	3	39	0
Chemistry	1924-25	10	34	0
Agriculture	1924-25	3	31	0
Government	1924-25	3	20	1
Penmanship	1924-25	2	11	0
Mathematics	1924-25	3	9	0
Civics	1924-25	1	6	0
Spanish	1924-25	1	4	0
Geography	1924-25	1	3	0
Psychology	1924-25	2	2	0

Totals	84	551	4
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History	1925-26	24	178	0
Government	1925-26	14	118	4
Education	1925-26	15	111	0
Spanish	1925-26	6	81	1
Sociology	1925-26	10	72	0
English	1925-26	10	35	0
Economics	1925-26	5	29	0
Psychology	1925-26	3	26	0
Mathematics	1925-26	3	18	0
French	1925-26	1	2	2
School Law	1925-26	1	1	0

Totals:	92	671	7
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Grand Totals:	385	2,901	33
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## SUMMARY OF CLASS-EXTENSION WORK IN THE SIX STATE TEACHERS COLLEGES IN OKLAHOMA

Name of School	No. Classes	No. Women	No. Men	Total	Drop'd.	or F.
East Central	596	3,496	1,638	5,134	83	1.6%

Northeastern	455	2,957	1,031	3,988	177	4.4
Central	310	3,162	823	3,985	97	2.4
Southeastern	385	2,000 (Est)	.901	2,901	33	1.1
Southwestern	305	1,983	848	2,831	152	.5
Northwestern	112	730	260	990	2	.2
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Totals	2,163	14,328	5,501	19,829	544	Av.1.7%

The sex distribution for Durant was estimated.

Exclusive of Southeastern at Durant, there were 27.17% men and 72.83% women enrolled.

## APPENDIX "E"

### TABLES ON THE CORRESPONDENCE WORK CONDUCTED BY OKLAHOMA UNIVERSITY AT NORMAN AND OKLAHOMA A. & M. AT STILLWATER

1. Distribution of 765 enrolments in Education: Oklahoma University.
2. Distribution of 1,334 enrolments in English: Oklahoma University.
3. Distribution of 106 enrolments in High School English: Oklahoma University.
4. Distribution of 771 enrolments in Sociology: Oklahoma University.
5. Distribution of 502 college enrolments in History: Oklahoma University.
6. Distribution of 121 High School enrolments in history: Oklahoma University.
7. Distribution of 562 enrolments in Mathematics; 80 high school enrolments in Mathematics—Oklahoma University.
8. Distribution of 608 enrolments in Spanish. O. U.
9. Distribution of 593 enrolments in Psychology. O. U.
10. Distribution of 429 enrolments in Government. O. U.
11. Distribution of 262 enrolments in French. O. U.
12. Distribution of 113 enrolments in Latin. O. U; 44 enrolments in high school Latin. O. U.
13. Distribution of 7,979 enrolments as to years of beginning: O. U.
14. Distribution of 4,772 enrolments as to years of completion: O. U.
15. Total enrolments in various departments from the beginning of the work to the year 1927. O. U.
16. Distribution of 4,450 enrolments as to years of beginning: A. & M.
18. Distribution of correspondence student enrolment from the beginning of the work to the year 1927: A. & M. College.

OKLAHOMA UNIVERSITY—CORRESPONDENCE  
WORK

Distribution of 765 enrollments in Education. (Total enrollment in Education 825)

Education 81:	Agriculture for Teachers .....	251
Education 20	.....	60
Education 102:	Constructing the Secondary Curriculum .....	57
Education 7:	School law .....	47
Education 101:	Philosophy of Education .....	44
Education 106:	Project Teaching in Elementary Schools .....	43
Education 112:	Educational Administration .....	39
Education 4:	History of Education—Ancient and Mediaeval .....	35
Education 113:	Educational Measurements .....	25
Education 121:	.....	25
Education 116:	Vocational Guidance and Placement .....	25
Education 5:	History of Education—Modern .....	24
Education 82:	.....	23
Education 165:	Educational Sociology .....	16
Education 187:	Advanced Course in Animal Husbandry .....	13
Education 110:	Principles of Moral Education .....	38
Total .....		765

Distribution of 1,334 enrollments in English. (Total enrollment in English 1,385).

English 1:	Principles of English Composition ....	268
English 3:	English Literature from Chaucer to Milton .....	210
English 2:	Principles of English Composition, Continued .....	181
English 11:	American Literature .....	144
English 4:	English Literature from Dryden to Wadsworth .....	90
English 106:	Shakespeare .....	90
English 112A:	Tennyson .....	77
English 110:	American Poetry .....	72
English 107:	Shakespeare, Continued .....	45
English 112B:	Browning .....	43
English 43:	Business Composition .....	34
English 13:	The Novel in the Nineteenth Century .....	23
English 119:	Engineering English .....	18
English 44:	Business Correspondence .....	16
English 16:	Advanced Composition .....	12

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English	117-118: Advanced Composition .....	11
Total .....		1334

Distribution of 106 enrollments in High School English. (Total High School enrollments, 106).

English	E: Beginning of American Literature ....	22
English	A: Beginning English .....	19
English	C: Second-year English .....	17
English	G: Beginning of English Literature .....	14
English	F: Continuation of Course E .....	13
English	B: Continuation of Course A .....	12
English	H: Continuation of Course G .....	5
English	D: Continuance of Course C .....	4
Total.....		106

OKLAHOMA UNIVERSITY—CORRESPONDENCE  
WORK

Distribution of 771 enrollments in Sociology. (Total enrollment in Sociology, 776).

Sociology	105: Social Aspects of Democracy .....	305
Sociology	3: Elements of Rural Sociology .....	125
Sociology	1: Elements of Sociology .....	111
Sociology	161: Child Welfare .....	66
Sociology	183: Heredity and Society .....	57
Sociology	183: The Negro Problem in America .....	31
Sociology	122: Social Pathology .....	28
Sociology	121: Social Psychology .....	25
Sociology	111: Rural Sociology .....	16
Sociology	A: Elementary Sociology for High School Credit. ....	7
Total .....		771

Distribution of 502 college enrollments in History. (Total College enrolments in History, 531).

History	155: Political History of the United States	89
History	9: Mediaeval Europe .....	60
History	157: History of American Colonies .....	54
History	151: Early and Mediaeval England .....	51
History	152: Modern England .....	34
History	1: The Development of Western Civiliza- tion .....	34
History	59: History of Greece .....	33
History	156: Political History of the U. S. Contin- ued .....	31
History	161: History of Spain .....	26



History	158-159: Spain in America	24
History	10: Modern Europe	19
History	60: History of Rome	16
History	197: Constitutional History of the United States	13
History	4: Survey Course, History of the United States	9
History	101: The French Revolution and Napoleon-ic era	9
Total		502

Distribution of 121 high school enrollments in History. (Total high school enrollment in History, 125).

History	E: History of the United States	73
History	F: History of England	20
History	A: Oriental and Ancient Nations	11
History	B: Continuation of History A	10
History	C: Modern Europe	7
Total		121

Distribution of 562 college enrollments in Mathematics. (Total college enrollments in Mathematics, 591).

Mathematics	5: College Algebra	163
Mathematics	2: Intermediate Algebra	115
Mathematics	6: Trigonometry	75
Mathematics	1: Geometry, Solid	48
Mathematics	4: Algebra	41
Mathematics	117: Calculus	37
Mathematics	118: Calculus, Continued	27
Mathematics	9: Trigonometry	22
Mathematics	115: Theory of Investment	16
Mathematics	122: Differential Equations	9
Mathematics	135: Solid Analytic Geometry	6
Mathematics	125: Higher Algebra	3
Total		562

Distribution of 80 high school enrollments in Mathematics. (Total high school enrollment, 80).

Mathematics	C: Plane Geometry	30
Mathematics	A: First Year High School Algebra	20
Mathematics	B: Continuation of Course A	15
Mathematics	D: Continuation of Course C	12
Mathematics	E: Second Semester, High School Pl. Geometry	3
Total		80

Distribution of 608 college enrollments in Spanish.  
(Total college enrollments in Spanish, 638).

Spanish	2: Intermediate Spanish	222
Spanish	1: Beginning Spanish	136
Spanish	3: Spanish Literature	77
Spanish	5: Spanish Composition	59
Spanish	4: Spanish Literature, Continued	26
Spanish	8: Commercial Spanish	26
Spanish	6: Spanish Composition, Continued	21
Spanish	12: Advanced Composition	21
Spanish	101: Modern Drama	11
Spanish	103: Cervantes and Don Quixote	9

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Total ..... 608

Distribution of 593 college enrollments in Psychology.  
(Total college enrollments in Psychology, 628).

Psychology	1: Elements of Psychology	149
Psychology	2: Educational Psychology	172
Psychology	127: Psychology of Adolescence	100
Psychology	104: Genetic Psychology	80
Psychology	114: Psychology of Exceptional Children	46
Psychology	108: The Psychology of Religion	34
Psychology	105: Abnormal Psychology	12

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Total ..... 593

Distribution of 429 college enrollments in Government.  
(Total college enrollment in Government, 443).

Government	1: Government of the United States	310
Government	3: Local Government	101
Government	116: Municipal Corporations	7
Government	150: State Government	6
Government	100: Constitutional Law	5

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Total ..... 429

Distribution of 262 college enrollments in French.  
(Total college enrollments in French, 262).

French	2: Intermediate French	96
French	3: French Reading	56
French	1: Beginning French	46
French	5: French Composition	31
French	4: French Reading, Continued	17
French	6: Readings from Victor Hugo	7
French	12: Balzac	5
French	112: Advanced Composition, Continued	3
French	111: Advanced French Composition	1

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Total ..... 262

Distribution of 113 college enrolments in Latin.  
(Total college enrollments in Latin, 138).

Latin 1: Cicero	21
Latin 2: Virgil	20
Latin 200A: Juvenal	14
Latin 9: Latin Writing	9
Latin 4: Terence	9
Latin 107: Cicero's Letters	8
Latin 31: Cicero	8
Latin 32: Virgil	7
Latin 5: Ovid	7
Latin 11: Pharmaceutical Latin	6
Latin 101: Plautus and Terence	4
Total	113

Distribution of 44 high school enrollments in Latin.  
(Total high school enrollment, 44).

Latin C: Caesar	20
Latin D: Continuation of Caesar	13
Latin A: Beginning Latin	6
Latin B: Second term of beginning Latin	5
Total	44

Distribution of 7,979 correspondence course enrollments as to years of beginning the work:

	1913	1914	1915	1916	1917	1918	1919
Finished courses:	17	28	28	54	114	211	109
Incomplete courses:	26	40	34	66	138	210	293
Totals:	43	68	62	120	252	421	402
	1920	1921	1922	1923	1924	1925	1926
Finished Courses:	265	422	803	794	823	752	492
Incomplete courses:	302	340	328	428	373	244	104
Totals:	567	762	1131	1222	1196	996	596

1927

Finished courses:	45 (To date of investigation for 1927)
Incomplete courses:	6
Total	51

Distribution of 4,772 correspondence course enrollments as to years of finishing the courses:

	1913	1914	1915	1916	1917	1918	1919
Finished courses:	2	16	28	29	43	144	207

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	1920	1921	1922	1923	1924	1925	1926
Finished courses:	240	336	397	664	824	810	741

1927

Finished Courses: 291 (To date of investigation for 1927)

Total number of finished courses..... 4,772

Total number of students enrolling in various departments (or for certain subjects) from the beginning of the work to the year 1927:

Dept. or Subject	College	High School	Total
English	1,385	106	1,491
Education	825	0	825
Sociology	769	7	776
History	531	125	656
Mathematics	581	80	661
Spanish	638	0	638
Psychology	628	13	641
Government	443	10	453
Home Economics	314	0	314
French	262	17	279
Economics	227	4	231
Latin	138	44	182
Music	102	0	102
German	74	0	74
Geology	68	0	68
Philosophy	48	0	48
Literature for Children	42	0	42
Bookkeeping	23	0	23
Pharmacy	21	0	21
Physical Geography	0	19	19

*Miscellaneous Subjects:*

Typewriting	0	10	10
Agriculture	17	8	25
Zoology	22	0	22
Botany	11	0	11
Cost Accounting	13	0	13
Mechanical Drawing	9	0	9
Library Science	5	0	5
Inorganic Chemistry	4	0	4
Organic Chemistry	3	0	3
Engineering	8	0	8
Greek	9	0	9
Business Law	17	0	17
Shorthand	4	0	4
Hygiene	2	0	2
Bacteriology	2	0	2

Mineralogy	3	0	3
Insurance	1	0	1
Natural Science	1	0	1
Vocational Guidance	1	0	1
Advertising	1	0	1
Household Designing	1	0	1
Astronomy	1	0	1
Mechanics	2	0	2
Transportation	1	0	1
Architectural Drawing	1	0	1
General Biology	5	0	5

### OKLAHOMA A. & M. COLLEGE CORRESPONDENCE WORK

Distribution of 4,450 enrollments on the basis of years when the enrollments were made:

	1921	1922	1923	1924	1925	1926	Totals	Per Cent
Dropped	28	255	279	476	389	162	1,589	35.71
Finished	15	283	447	641	628	549	2,563	57.59
Active					34	264	298	6.70
	43	538	726	1117	1051	975	4,450	100.

Distribution of 4,695 enrolments according to sex:

	Men	Per Cent	Women	Per Cent.	Totals	Per Cent
Dropped	787	43.2	808	28.1	1,595	33.98
Finished	893	49.	1715	59.7	1,608	55.54
Active	142	7.8	350	12.2	492	10.48
Totals	1,822	100.	2873	100.	3,895	100.

Table showing the distribution by subjects or departments of correspondence student enrolment from the beginning of the work to the year 1927:

Subject	Total Enrollment	Dropped	Active	Finished
History	768	219	98	451
Education	760	182	93	485
English	713	306	89	318
Agriculture	403	121	35	247
Home Economics	317	81	47	189
Mathematics	312	165	28	119
Psychology	129	32	5	92
School law	120	19	0	101
Physical Ed.	114	42	15	57
Economics	106	24	10	72
Physics	95	54	4	37



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Sociology	49	24	0	25
Shorthand	47	30	10	7
Typewriting	45	18	0	27
Secretarial Trg.	35	26	6	3
Methods	33	4	0	29
Accounting	29	22	0	7
Chemistry	27	11	4	12
Business Law	25	16	4	5
Eng. Drawing	20	9	0	11
Mech. Eng.	19	8	4	7
Commerce	15	8	1	6
Hygiene	15	3	1	11
Art	12	8	0	4
Hand Woodwork	11	6	0	5

## MISCELLANEOUS SUBJECTS:

Below is given a list of subjects whose enrollments are ten or less:

Advertising & Salesmanship	Applied Mechanics
Bookkeeping	Entomology
Public Finance	Architectural Engineering
Radio	Penmanship
Marketing	Salesmanship
Electrical Engineering	Ethics
Mechanical Drawing	Technical
Banking	Transportation
Electrical Drafting	Financial Organization
Botany	Building Construction
Child Welfare	Kinematics
Commercial Geography	Financial Organization
News Writing	Geology
Business Statistics	Business Methods
	Business Administration

## APPENDIX "F"

TABLE SHOWING THE CLASS-EXTENSION ENROLMENTS IN OKLAHOMA UNIVERSITY BY SUBJECTS AND BY YEARS FROM THE BEGINNING OF THE WORK TO AND INCLUDING THE YEAR 1926-1927.

TABLE SHOWING TOTAL NUMBER CLASSES AND ENROLMENTS BY SEX IN THE CLASS-EXTENSION WORK OF OKLAHOMA FROM 1916-17 TO AND INCLUDING THE YEAR 1926-27.

## CLASS-EXTENSION WORK

## UNIVERSITY OF OKLAHOMA—NORMAN, OKLA.

Subject	Year	No. Classes	No. Men	No. Women	Total	No. F'D.	No. Withdr.	No. Cr. Hrs.
Education	'16-17	12	36	164	200	0	33	189
Education	'17-18	21	50	157	207	1	41	262
Spanish	'17-18	5	4	29	33	0	11	44
French	'17-18	2	1	9	10	0	1	24
English	'17-18	1	2	31	33	0	25	12
Art	'17-18	1	0	15	15	0	6	18
Chemistry	'17-18	1	2	11	13	0	6	21
Music	'17-18	1	0	23	23	0	0	48
<b>Totals</b>		<hr/> 32	<hr/> 59	<hr/> 275	<hr/> 334	<hr/> 1	<hr/> 90	<hr/> 429
Education	'18-19	3	2	22	24	0	5	58
English	'19-20	2	1	25	26	0	0	52
Art	'19-20	1	0	16	16	0	0	32
Education	'19-20	1	4	11	15	0	2	29
<b>Totals</b>		<hr/> 4	<hr/> 5	<hr/> 52	<hr/> 57	<hr/> 0	<hr/> 2	<hr/> 113
Education	'20-21	19	55	151	206	0	6	473
English	'20-21	2	1	35	36	0	5	93
Philosophy	'20-21	1	6	17	23	0	0	57
Spanish	'20-21	2	0	20	20	0	0	80
Chemistry	'20-21	1	6	0	6	0	0	4
<b>Totals</b>		<hr/> 25	<hr/> 68	<hr/> 223	<hr/> 291	<hr/> 0	<hr/> 11	<hr/> 707
Education	21-22	28	52	239	291	0	25	506
Spanish	'21-22	7	2	65	67	0	5	260
Physical Ed	'21-22	1	0	49	49	0	0	196
Philosophy	'21-22	1	0	44	46	0	0	138
English	'21-22	3	2	43	45	0	0	90
Relig. Ed.	'21-22	5	31	9	40	0	7	68
Psychology	'21-22	1	0	28	28	0	7	42
Sociology	'21-22	2	5	21	26	0	0	57
Music	'21-22	1	0	22	22	0	0	44
History	'21-22	1	4	13	17	0	1	32
Mathematics	'21-22	2	5	11	16	0	0	80
Art	'21-22	1	0	12	12	0	1	33
<b>Totals</b>		<hr/> 53	<hr/> 103	<hr/> 556	<hr/> 659	<hr/> 0	<hr/> 46	<hr/> 1,546

Education '22-23	31	90	740	830	0	10	1738
English '22-23	7	13	179	192	0	13	503
Spanish '22-23	6	5	145	150	0	13	503
History '22-23	6	27	80	107	0	9	233
Sociology '22-23	3	23	87	110	0	4	237
Geology '22-23	4	11	76	87	0	3	163
Home Econ. '22-23	3	0	77	77	1	1	148
Psychology '22-23	3	11	61	72	0	0	144
Art '22-23	2	5	42	47	0	7	68
Economics '22-23	1	17	11	28	0	14	39
Public Spkg. '22-23	2	2	25	27	0	0	50
French '22-23	1	3	22	25	0	3	44
Relig. Ed. '22-23	1	0	19	19	0	0	38
Government '22-23	1	3	7	10	0	0	30
Physics '22-23	1	9	1	10	0	0	85
Physiology '22-23	1	0	6	6	0	0	12
Zoology '22-23	1	0	4	4	0	1	12
Mech. Draw. '22-23	1	3	0	3	0	0	8

## Totals

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75 222 1582 1804 1 68 4036

Sociology '23-24	8	43	210	253	0	4	497
Education '23-24	5	22	208	230	1	3	433
Home Econ. '23-24	5	0	96	96	1	3	184
English '23-24	4	4	89	93	0	2	239
History '23-24	5	20	69	89	0	1	175
Spanish '23-24	5	2	103	105	0	1	281
Government '23-24	3	18	35	53	1	1	188
Dram. Art '23-24	2	0	47	47	0	2	80
Journalism '23-24	2	12	10	22	4	0	32
Astronomy '23-24	1	2	16	18	0	0	36
Economics '23-24	1	7	3	10	0	1	0

## Totals

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41 130 886 1016 7 18 2145

Sociology 24-25	6	21	124	145	0	0	304
Education '24-25	5	13	73	86	0	2	189
History '24-25	4	21	38	59	0	2	127
Class. Arch. '24-25	2	1	45	46	0	1	88
English 24-25	2	1	33	34	0	1	62
Music '24-25	1	0	23	23	0	0	23
Advertis'g. '24-25	2	4	15	19	1	1	22

## Totals

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22 61 351 412 1 7 815

# APPENDICES

109

Sociology	25-26	5	5	121	126	0	2	190
Education	'25-26	5	9	107	116	9	5	306
English	'25-26	3	1	32	33	0	0	56
History	'25-26	1	2	8	10	0	0	18

<b>Totals</b>		<b>14</b>	<b>17</b>	<b>268</b>	<b>285</b>	<b>9</b>	<b>7</b>	<b>570</b>
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Education	'26-27	29	177	592	769	1	10	1827
History	'26-27	8	44	100	144	3	4	319
English	'26-27	11	18	115	133	2	10	327
Archeology	'26-27	4	0	83	83	1	0	154
Sociology	'26-27	3	5	54	59	1	0	110

<b>Totals</b>		<b>55</b>	<b>244</b>	<b>944</b>	<b>1188</b>	<b>8</b>	<b>24</b>	<b>2737</b>
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## SUMMARY OF CLASS-EXTENSION WORK UNIVERSITY OF OKLAHOMA, NORMAN, OKLA.

Year	No. Classes	No. Men	Women	Totals	F	Withdr.	No. Cr. Hrs.
1916-17	12	36	164	200	0	33	189
1917-18	32	59	275	334	1	90	427
1918-19	3	2	22	24	0	5	58
1919-20	4	5	52	57	0	2	113
1920-21	25	68	223	291	0	11	707
1921-22	53	103	556	659	0	46	1546
1922-23	75	222	1582	1804	1	54	4036
1923-24	41	130	886	1016	7	18	2125
1924-25	22	61	351	412	1	6	815
1925-26	14	17	268	285	9	7	570
1926-27	55	244	944	1188	8	24	2737
<b>Totals</b>	<b>336</b>	<b>947</b>	<b>5323</b>	<b>6270</b>	<b>27</b>	<b>296</b>	<b>13323</b>





## PART IV.

1. References and Bibliography
2. Vita.

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## VITA

Robert Edward Crump was born at Rison, Arkansas, July 26, 1885. He was educated in the public schools of Arkansas. Graduated from Ouachita College, Arkadelphia, Ark., with the A. B. degree, class of 1908. Post-graduate student: University of Chicago, Tulane University, and Louisiana State University. The M. A. degree was granted to him by Louisiana State University, 1914. M. A. graduate of Teachers College, Columbia University, 1925. Matriculated candidate for Ph. D. degree, Columbia, 1925. Graduated from Coast Artillery School, Fort Monroe, Va., as First Lieutenant, CA—Res., 1919. Now a Captain, CA—Res.

Taught in rural schools of Arkansas; principal and superintendent of high schools in Arkansas and Oklahoma; Parish Superintendent of West Feliciana Parish, Louisiana, 1914-1918; President Mountain Home Collegé, 1910-1912; Head Department of Education, Southeastern State Teachers College since 1920.

Member: Oklahoma Education Association; American Legion; Durant Rotary Club; Reserve Officers Association of U. S.; Kiamichi Area Council Boy Scouts of America; Durant Chamber of Commerce; Durant Lodge No. 45, A. F. & A. M., Oklahoma Research Society. Served as President Durant Rotary club, 1926-27; Elected member Pi Gamma Mu, National Social Science Honor Society, 1927.

